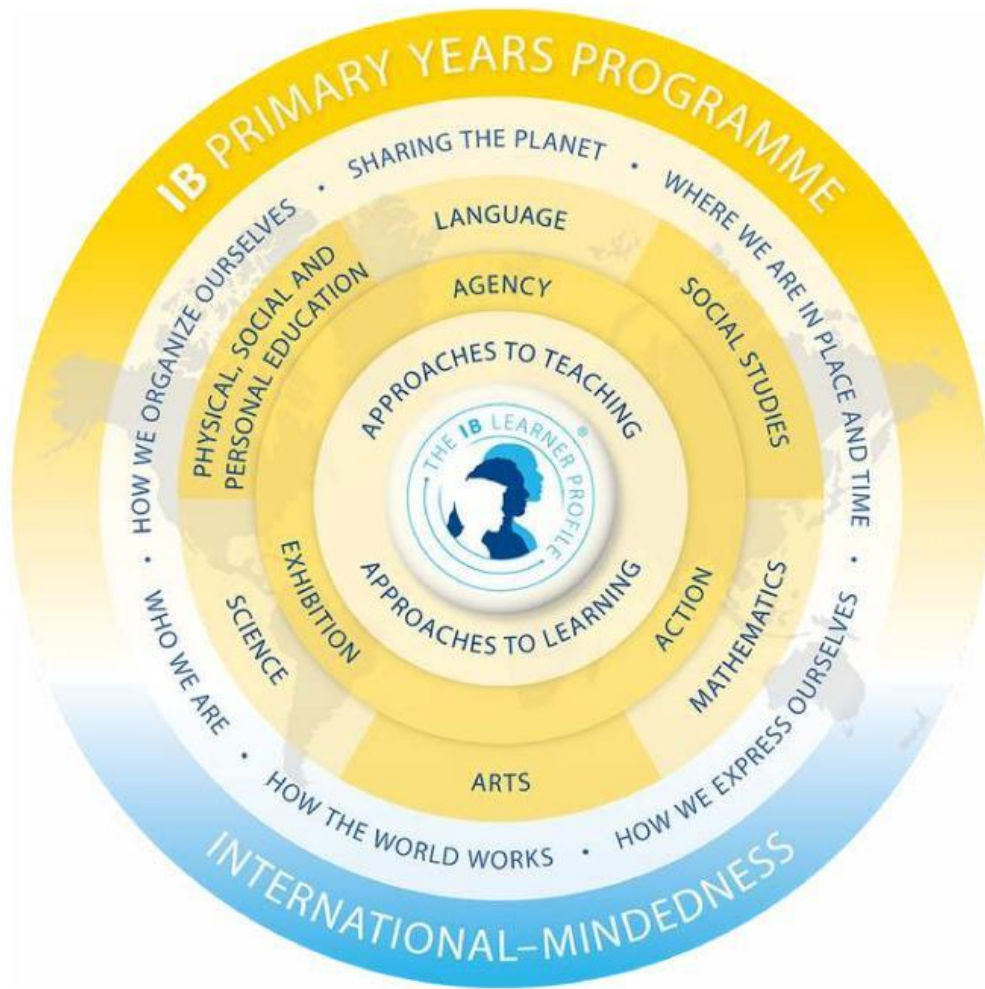




the Role of PE

IBAP Regional Workshop
Jakarta, 2023

IB LEARNER PROFILE

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The IB learner profile represents 10 attributes valued by IB World Schools. We believe these attributes, and others like them, can help individuals and groups become responsible members of local, national and global communities.

I am a/an.....

Because I....

IB learner profile

INQUIRERS

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.

KNOWLEDGEABLE

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.

THINKERS

We use critical and creative thinking skills to analyse and take responsible action on complex problems. We exercise initiative in making reasoned, ethical decisions.

COMMUNICATORS

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.

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.

OPEN-MINDED

We critically appreciate our own cultures and personal histories, as well as the values and traditions of others. We seek and evaluate a range of points of view, and we are willing to grow from the experience.

CARING

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.

RISK-TAKERS

We approach uncertainty with forethought and determination; we work independently and cooperatively to explore new ideas and innovative strategies. We are resourceful and resilient in the face of challenges and change.

BALANCED

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

REFLECTIVE

We thoughtfully consider the world and our own ideas and experience. We work to understand our strengths and weaknesses in order to support our learning and personal development.

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

Personal Goal

Conceptual Understandings	Lines of Inquiry
In the PYP, PE provides a vehicle for exploring, consolidating and transferring understanding to authentic contexts.	The nature of PE in the PYP The role of the teacher
In a transdisciplinary programme, learning PE happens through a balance of strategies.	Ways of learning PE The connection between the approaches to teaching (ATT) and the approaches to learning (ATL)
The PYP collaborative planning process supports planning for transdisciplinary inquiry-based learning and teaching of PE to build conceptual understanding.	Planning for PE inquiry Designing transdisciplinary learning experiences Collaborative planning and the single-subject teacher
Fostering an assessment culture involves the development of assessment capability among all members of the learning community.	Developing assessment capability to support learning in PE Evidencing learning

Which conceptual understanding is the greatest strength in your current setting? (Blue)

Which conceptual understanding has the greatest opportunity for growth in your current setting? (Red)

Which line of inquiry are you most curious to explore? (Green)

What questions do these conceptual understandings and lines of inquiry raise?



One of my earliest memories of learning PE is ...

A particularly positive/negative memory is ...

My personal experience of assessment as a PE learner is ...

My greatest “Aha” moment was when I ...

As a Physical Education specialist, I was influenced by...



Identity, Active Living, Interaction

What **CONNECTS** with what you already know and do?

What **EXTENDS** your current understanding and practice?

What **CHALLENGES** you or feels confusing?

Choose what strand that best frame the video

Strand	An understanding of..	Related concepts
Identity	our own beliefs, values, attitudes, experiences and feelings and how they shape us the impact of cultural influences; the recognition of strengths, limitations and challenges as well as the ability to cope successfully with situations of change and adversity; how the learner's concept of self and feelings of self-worth affect his or her approach to learning and how he or she interacts with others.	autonomy, character, diversity, ethnicity, fulfillment, gender, heritage, image, initiative, perseverance, resilience, self-regulation, sexuality, spirituality, trust.

Strand	An understanding of..	Related concepts
Active Living	the factors that contribute to developing and maintaining a balanced, healthy lifestyle; the importance of regular physical activity; the body's response to exercise; the importance of developing basic motor skills; understanding and developing the body's potential for movement and expression; the importance of nutrition; understanding the causes and possible prevention of ill health; the promotion of safety; rights and the responsibilities we have to ourselves and others to promote well-being; making informed choices and evaluating consequences, and taking action for healthy living now and in the future.	aesthetics, biomechanics, body control, body form, challenge, competition, energy, flexibility, flow, growth, goal setting, improvement, leisure, mastery, overload, physiology, power, rest, spatial awareness, strength and endurance, stress.

Strand	An understanding of..	Related concepts
Interactions	how an individual interacts with other people, other living things and the wider world; behaviours, rights and responsibilities of individuals in their relationships with others, communities, society and the world around them; the awareness and understanding of similarities and differences; an appreciation of the environment and an understanding of, and commitment to, humankind's responsibility as custodians of the Earth for future generations.	belonging, citizenship, community, conflict, conformity, control, culture, discrimination, fair play, interdependence, justice, leadership, peace, preservation, reparation, safety, stereotype, team work.

The role of teachers and students

Are curious and engage in learning	Are resourceful and resilient	Learn independently and collaborate with others	Pose and pursue open-ended questions	Use the learning community as a resource	Reflect on learning
Select materials to support investigations	Collect and analyse data as a result of inquiry questions	Inquiry students		Use observation as a vital tool in learning	Build, communicate, test, and adapt theories
Engage in critical and creative thinking	Develop skills for inquiry and research			Consider opportunities to develop learner profile attributes	Make deliberate links between knowledge discovered and conceptual understandings
Transfer understandings across contexts and subjects	Represent and share understandings in meaningful and significant ways			See learning as joyful and learn with enthusiasm	Sustain love for lifelong learning.

Model inquiry and continually inquire into their teaching practices and learning processes of students as a source of professional development	Support thinking and metacognition (thinking about thinking) with prompts and tools	Implement hands-on learning, recognizing that a child's hands, eyes and ears are infinite sources of discovery	Scaffold connected opportunities for the development of skills	Create flexible and engaging learning spaces that promote independence and collaboration	Provide time for learners to wonder, explore, build and revise theories, engage in research and reflect on learning
Value students as capable inquirers	Are open-minded about the process of inquiry, using conceptual understandings to anchor sustained investigations	Inquiry teachers		Extend learning with open-ended questions or problems	Use prior knowledge as launching point for new learning
Engage curiosity through meaningful learning engagements to launch and re-launch conceptual investigations	Use real world contexts and primary experiences as significant activators of learning			Personalise learning by employing a range of strategies and flexible groupings	Understand the importance of collaborative learning and value the contributions of both individuals and groups
Reserve whole-class experiences for meaningful instructional, collaborative and reflective moments	Support students to make deliberate connections within and between subjects			Monitor and document learning providing meaningful feedback throughout	Measure the products of learning against established success criteria

How can PE supports students as language learners?

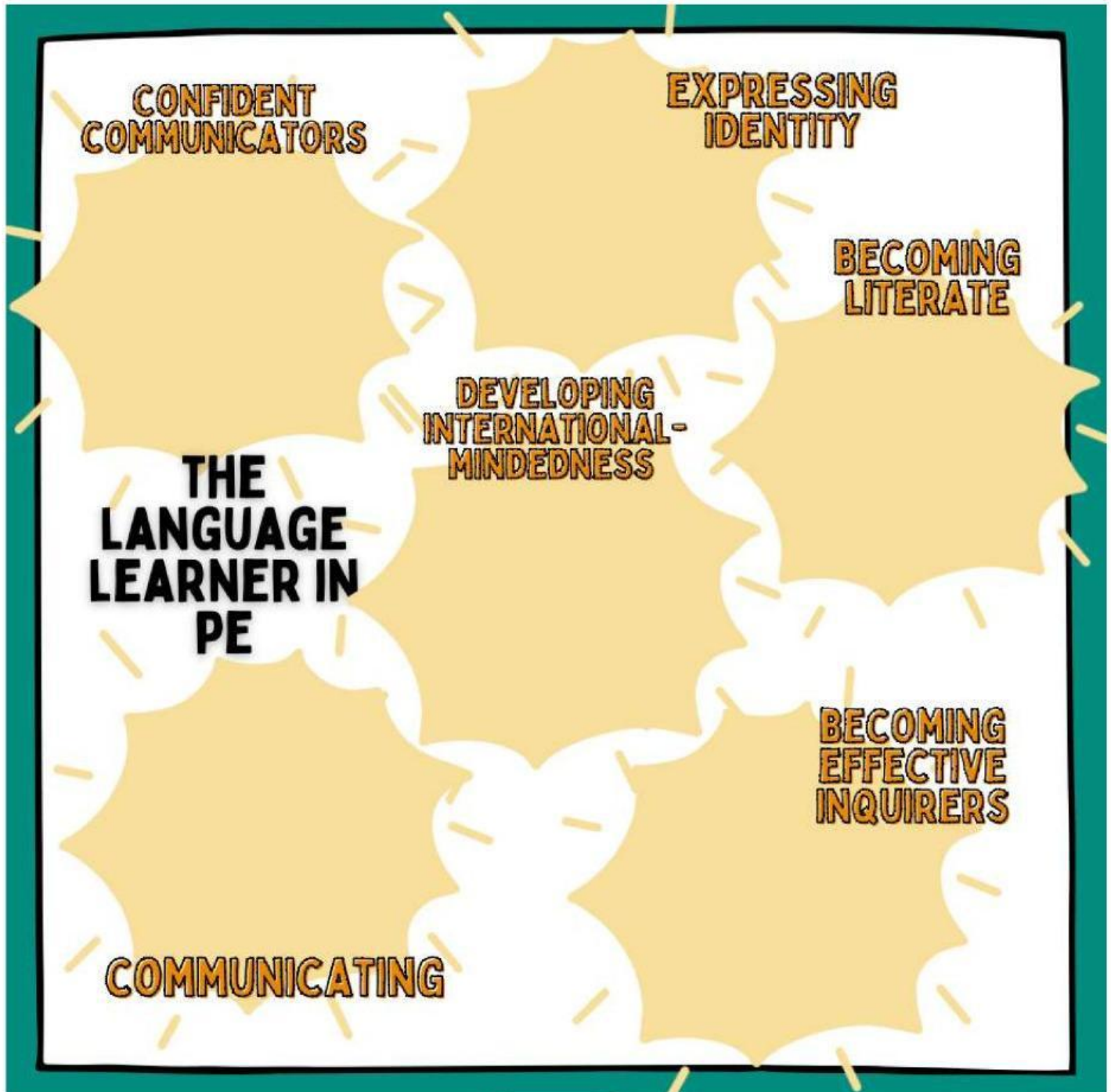


Figure ATL02: The five interrelated skills and sample sub-skills

Categories	Sub-skills
Thinking skills	• Critical-thinking skills (analysing and evaluating issues and ideas) • Creative-thinking skills (generating novel ideas and considering new perspectives) • Transfer skills (using skills and knowledge in multiple contexts) • Reflection/metacognitive skills ((re)considering the process of learning)
Research skills	• Information-literacy skills (formulating and planning, data gathering and recording, synthesizing and interpreting, evaluating and communicating) • Media-literacy skills (interacting with media to use and create ideas and information) • Ethical use of media/information (understanding and applying social and ethical technology)
Communication skills	• Exchanging-information skills (listening, interpreting, speaking) • Literacy skills (reading, writing and using language to gather and communicate information) • ICT skills (using technology to gather, investigate and communicate information)
Social skills	• Developing positive interpersonal relationships and collaboration skills (using self-control, managing setbacks, supporting peers) • Developing social-emotional intelligence
Self-management skills	• Organization skills (managing time and tasks effectively) • States of mind (mindfulness, perseverance, emotional management, self-motivation, resilience)

ATT
ATT

WHEN TEACHING IS USING THE ATT, LEARNERS..

BASED ON INQUIRY

- explore, think, test and extend their ideas about the world around them
- pose questions and express wonderings
- consider and test out different possibilities and perspectives
- demonstrate and develop dispositions that facilitate inquiry, for example, curiosity, enthusiasm, perseverance, wonderment and awe.

FOCUSED ON CONCEPTUAL UNDERSTANDING

- make connections to real-life experiences
- recognize and classify patterns
- make generalizations, predictions and connections across their learning
- transfer and apply understandings when they re-encounter similar ideas or encounter new ideas.

FOCUSED ON EFFECTIVE TEAMWORK AND COLLABORATION

- experience and contribute to a range of positive relationships
- collaborate and build relationships with others through play
- build and maintain friendships
- take action in response to their own needs and the needs of others.

DEVELOPED IN LOCAL AND GLOBAL CONTEXTS

- inquire into significant ideas about people and places
- draw on prior knowledge and a range of cultural and personal perspectives
- connect learning to their own experiences and to examples found in different contexts.

DESIGNED TO REMOVE BARRIERS TO LEARNING

- access and explore resources and learning spaces as independently as possible
- make choices about the materials and learning spaces they access and the experiences they participate in
- feel emotionally and physically safe to express themselves, experience challenges, make mistakes, take risks
- engage with resources that reflect the diversity of peoples, cultures and contexts.

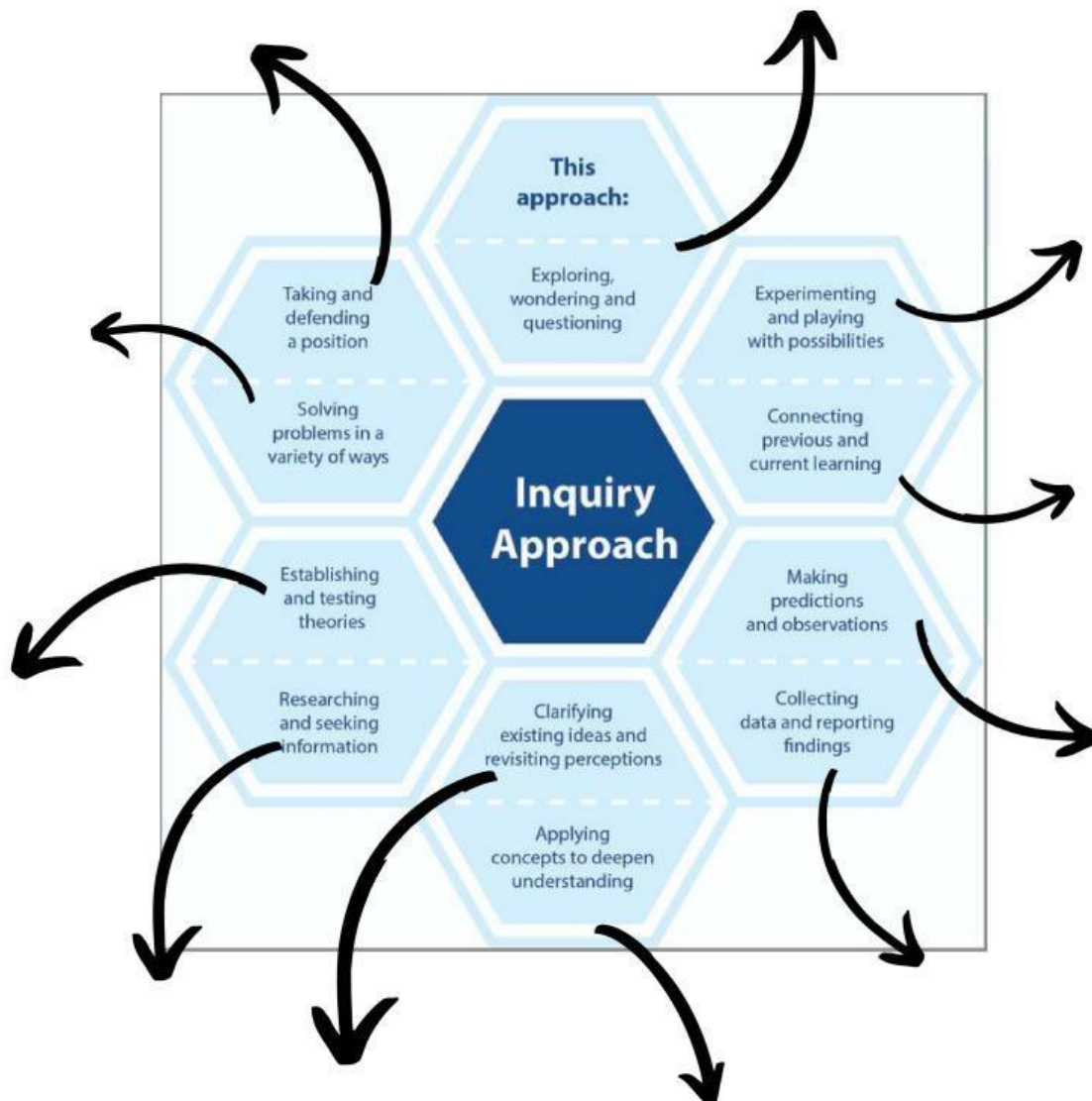
INFORMED BY ASSESSMENT

- reflect on their learning
- adjust their learning in response to reflection and feedback
- co-construct learning goals with educators
- have conversations with peers and educators about their learning, including conceptual understanding, knowledge and the ATL skills
- engage in feedback practices, including conferencing in small groups, and using language that supports the learning of others.

#TheearlyyearsinyourPYP

INQUIRY

when?



Analyzing our PE lesson plan



think of a problem/challenge you solved recently..

How did you solve the problem?

did you only use one discipline? or a mixture of everything you know, understand, and can do from different disciplines?

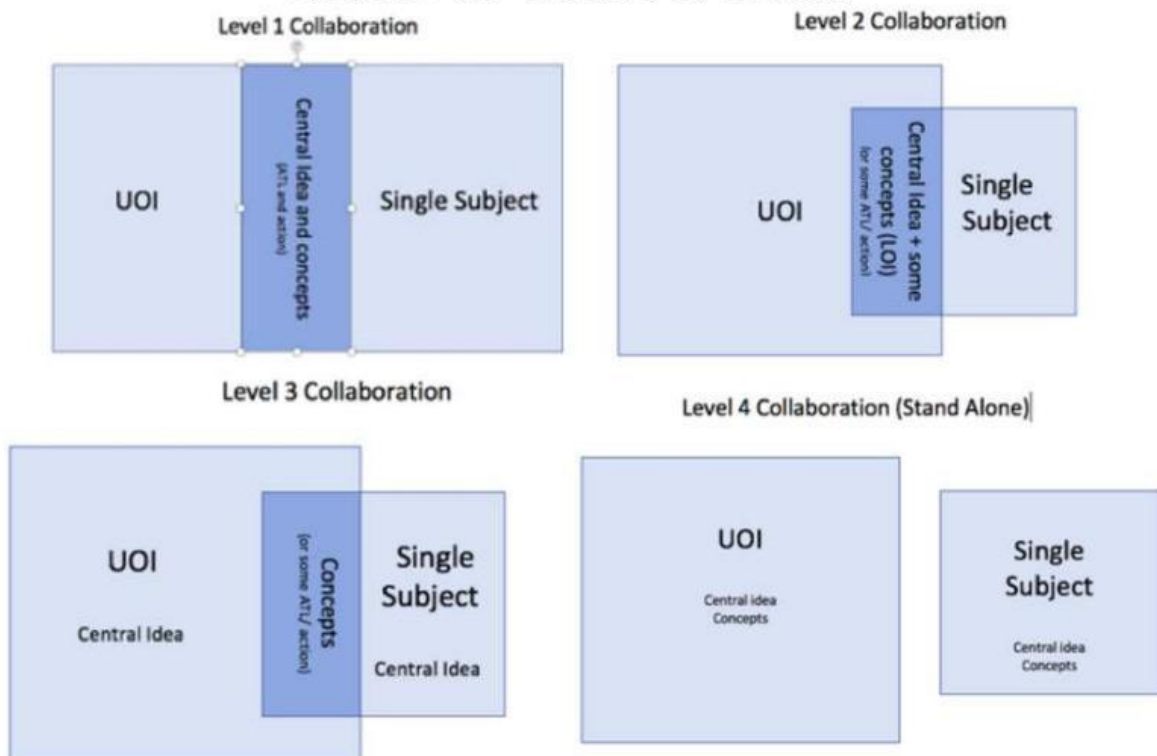
Concepts and Related Concepts' connection

Central Idea: Participating in daily physical activity creates a healthy lifestyle.

Key concepts: Form, Function, Responsibility

Related concepts: Fitness, lifestyle, balance

Levels of Collaboration



Designing transdisciplinary learning experiences

Central Idea:

People create organizations to pursue collective goals.

Concepts:

form, function, perspectives

Related Concepts:

entrepreneurship, service, work, collaboration

Lines of Inquiry:

- What makes an organization
- Why people create organizations
- *How to have an organization that works*

How will you support the UOI?

This image shows a blank sheet of white paper with horizontal blue lines and a vertical red margin line on the left side. The paper is oriented vertically and appears to be a standard notebook page. There are no markings or text on the page.

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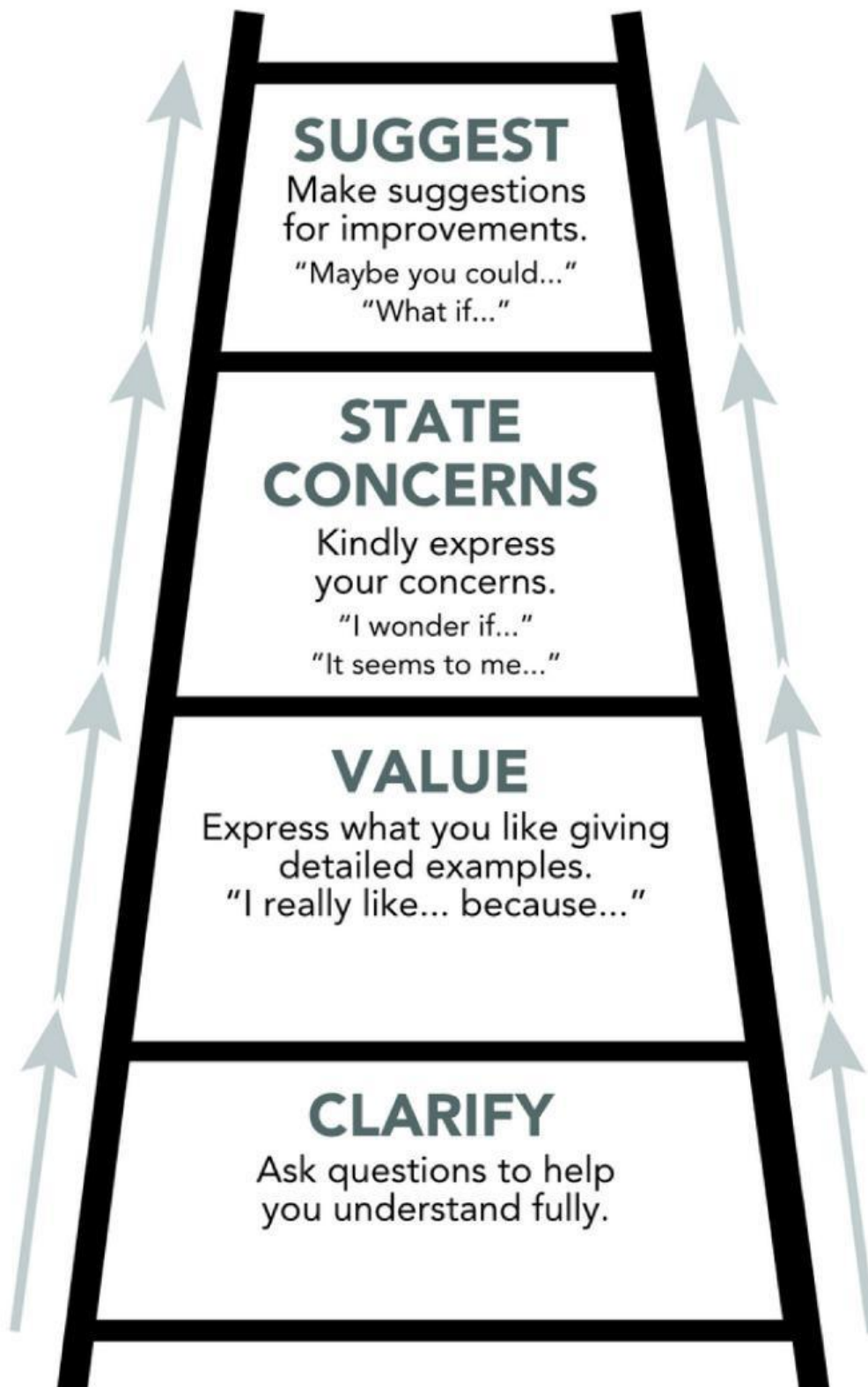
How will you support the UOI?



Rhythmic Dribble Rubric

Criteria	Excellent	Good	Satisfactory	Needs Improvement
Rhythm and Timing	Demonstrates excellent rhythm and timing while dribbling to the beat of the music.	Maintains good rhythm and timing throughout most of the activity.	Sometimes follows the rhythm but with pauses or irregularities.	Struggles to match dribbling to the
Ball Control	Exhibits excellent control over the ball, keeping it close and responsive to rhythm.	Displays good ball control, with occasional minor slips or bounces.	Maintains basic control but sometimes loses the ball's rhythm.	Struggles to control the ball, causing disruptions.
Creativity and Style	Demonstrates creative dribbling patterns and adds personal style to the activity.	Shows creativity and adds some personal style to the dribbling.	Uses basic dribbling patterns but lacks significant creativity.	Mostly follows basic dribbling without creativity.
Enjoyment and Effort	Clearly enjoys the activity and shows enthusiasm while putting in a great effort.	Appears to enjoy the activity and makes an effort to participate.	Shows some interest but may need more enthusiasm and effort.	Displays minimal enthusiasm and limited effort.
Team Interaction	Interacts positively with teammates, encouraging and sharing the rhythm experience.	Generally interacts well with teammates and contributes positively.	Interacts with teammates but may not consistently encourage or share.	Limited interaction with teammates during the activity.

THE LADDER OF FEEDBACK



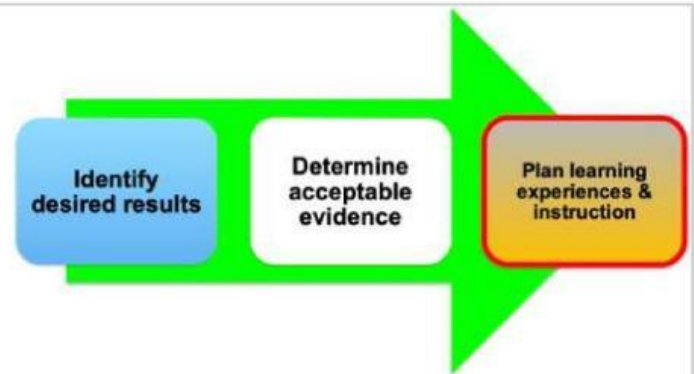
Learning Goals and Criteria

The development of basic motor skills and manipulative skills help us to improve our performances.

(Individual Pursuits)

Concept: Form, Function, Responsibility

Related concepts: Achievement, resilience



LOI:

- Basic motor skills and manipulative skills in soccer
- How to do the individual pursuit activity in soccer
- How to improve ourselves

Understanding	Knowledge	Skills
how individual pursuit is developed through soccer.	Passing:	

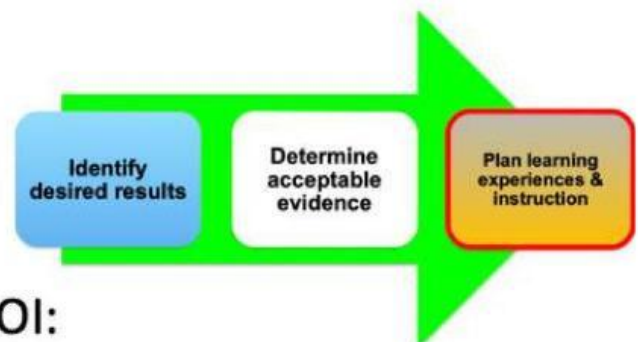
Learning Goals and Criteria

By using a variety of body parts and combinations we can create simple sequences that are interesting to an audience.

(movement composition)

(Concept: Form, Function

Related concepts: Performance, pattern, movement



LOI:

- Different body movements in dancing.
- How to create simple movement sequences in dancing.
- Movement to music performance

Understanding	Knowledge	Skills