

The International Baccalaureate Program at Good Shepherd

Our Good Shepherd Lutheran College (GSLC) International Baccalaureate (IB) journey began in 2008 after investigating and looking at numerous curriculum frameworks available. Our College's leadership team deemed the International Baccalaureate to be the best framework that would enhance our current curriculum practices. The IB also compliments the College's physical/global environment and most importantly assists our current students now as well as equipping them with skills for their future employment beyond their years at GSLC. The IB is an inclusive framework incorporating Australian Curriculum and Queensland State Authority expectations.

In 2011, Good Shepherd is pleased to have progressed from Candidacy Status to Pre-Authorisation Status for the Primary Years Program (PYP). In 2012 our College achieved our International Baccalaureate World School status by successfully meeting the Authorisation criteria expected for the Primary Years Program.

The IB Program provides many wonderful benefits for the students at Good Shepherd including:

- Trans-disciplinary learning
- Connect subjects to the real world
- Encourage critical and reflective thinking

Be part of an innovative program designed 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.

IB Mission statement

The International Baccalaureate Organization 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 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.

THE IB LEARNER PROFILE

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

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 doing so, 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.

Open-minded

They understand and appreciate their own cultures and personal histories, and are open to the 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 the experience.

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.

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.

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.

Good Shepherd Timelines towards full IB Status

PYP Implementation Timeline

2009 - Candidate school status

2010 - Pre-Authorisation status

2011 - Pre-Authorisation status

2012 - Full IB World School Authorisation status

PRIMARY YEARS PROGRAM

The IB Primary Years Program is designed for students aged 3 to 12 years and focuses on the development of the whole child as an inquirer, both in the classroom and in the world outside. The welcome addition of our Good Shepherd Early Learning Centre in 2010 gave our students the opportunity to work within the IB curriculum framework from the very beginning of their learning. Our IB professional development, curriculum planning and programming flows from the Early Learning Centre into the Prep classrooms and beyond, culminating in an “Exhibition” in Year 5.

The IB Learner Profile for Primary Years Program

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

The Curriculum

How we aim to achieve this at Good Shepherd is by embedding the following concepts into the:

- Written curriculum
- Taught curriculum
- Assessed curriculum

What to learn?

⇒ The **written** curriculum, the identification of a framework of valuable knowledge.

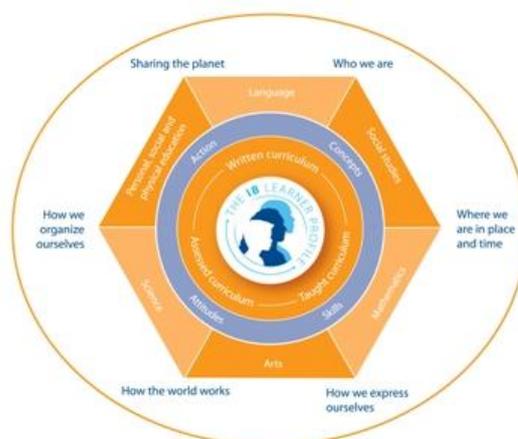
How best to learn?

⇒ The **taught** curriculum, the theory and application of good classroom practice.

How to assess what has been learned?

⇒ The **assessed** curriculum the theory and application of effective assessment

The implementation of the IB program is through the consolidation of curriculum subjects supported by the themes of the IB program. The programme can be illustrated by a hexagon with the six trans-disciplinary themes surrounding six subject areas as follows:



Primary Years Curriculum

- Language (English)
- Mathematics
- Social Studies
- Personal, Social and Physical Education (HPE)
- Science
- Arts (The Arts)

At the heart of the program's philosophy is a commitment to structured, purposeful inquiry as the leading vehicle for learning.

Six trans-disciplinary themes

Six trans-disciplinary themes of global significance provide the framework for exploration and study:

- **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.
- **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.
- **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.
- **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.
- **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.
- **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.

Teachers are guided by these six trans-disciplinary themes as they design units of inquiry that both transcend and articulate conventional subject boundaries.

Five essential elements

Teachers focus on five essential elements when planning their units of inquiry based on what is most important for the children to know — concepts, knowledge, skills, attitudes,

action. These are incorporated into this framework, so that students are given the opportunity to:

- gain knowledge that is relevant and of global significance
- develop an understanding of concepts, which allows them to make connections throughout their learning
- acquire trans-disciplinary and disciplinary skills
- develop attitudes that will lead to international-mindedness
- take action as a consequence of their learning.

The five essential elements are as follows:

Knowledge

- Significant, relevant content that we wish the students to explore and know about, taking into consideration their prior experience and understanding.

Concepts

- Powerful ideas that have relevance within the subject areas but also transcend them and that students must explore and re-explore in order to develop a coherent, in-depth understanding.

Skills

- Those capabilities that the students need to demonstrate to succeed in a changing, challenging world, which may be disciplinary or trans-disciplinary in nature.

Attitudes

- Dispositions that are expressions of fundamental values, beliefs and feelings about learning, the environment and people.

Action

- Demonstrations of deeper learning in responsible behaviour through responsible action; a manifestation in practice of the other essential elements.