



MEADOWRIDGE
SCHOOL

LEARNING IN THE PYP

Engaging the whole learner
through the learner profile,
ATLs, and emotional
intelligence



TODAY'S AGENDA



PYP FRAMEWORK
LEARNING PROFILE AND ATLS
EMOTIONAL INTELLIGENCE
STRATEGIES FOR HOME



“

“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.”

-IB Mission Statement





PYP Framework

THE LEARNER

AGENCY

EARLY LEARNER

LEARNER PROFILE

ACTION

THE EXHIBITION

LEARNING AND TEACHING

TRANSDISCIPLINARY
LEARNING

APPROACHES
TO LEARNING

INQUIRY

CONCEPTS

DEVELOPING A
PROGRAMME OF INQUIRY

ASSESSMENT

LANGUAGE

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THE LEARNING COMMUNITY

COMMUNITY
OF LEARNERS

INTERNATIONAL
MINDEDNESS

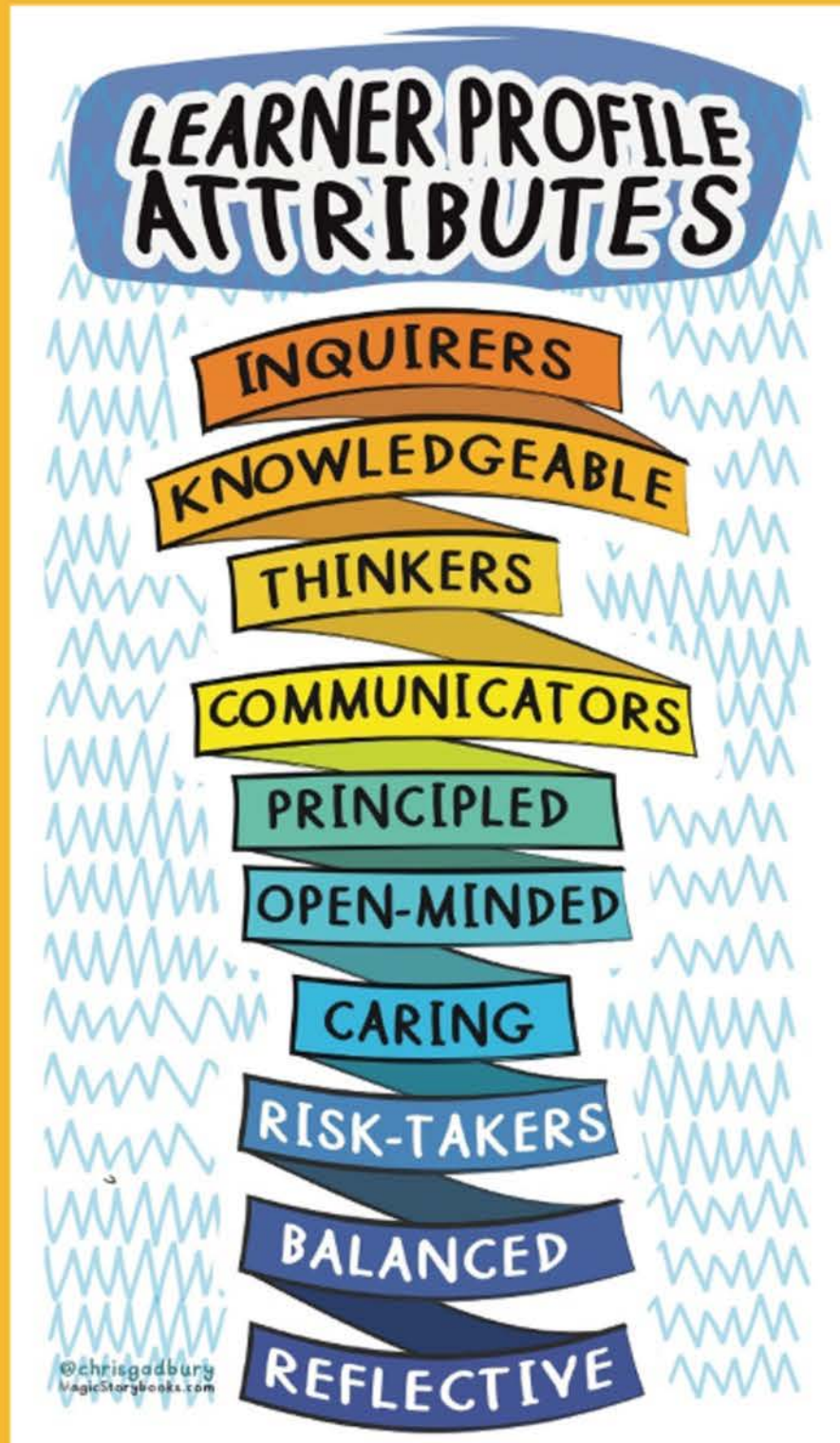
LEADERSHIP

COLLABORATION

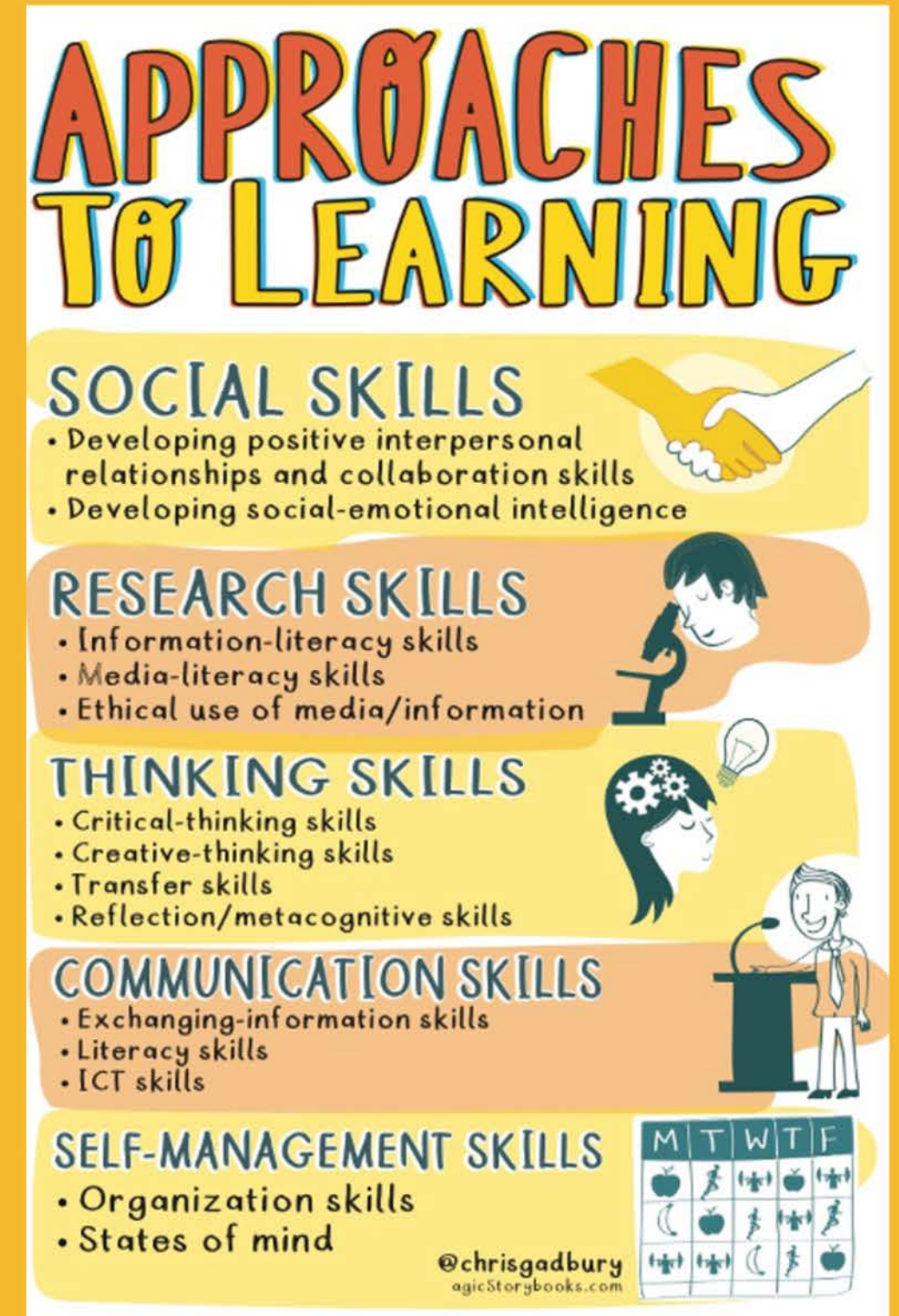
LEARNING
ENVIRONMENTS

TECHNOLOGY

Learner Profile Attributes and ATL Skills



- Thoughtfully connected to all Units of Inquiry
- Planned meaningful engagements to foster development
- Self-reflection



Making Territory Acknowledgements

Learner Profile

-Knowledgeable

-Reflective

-Caring

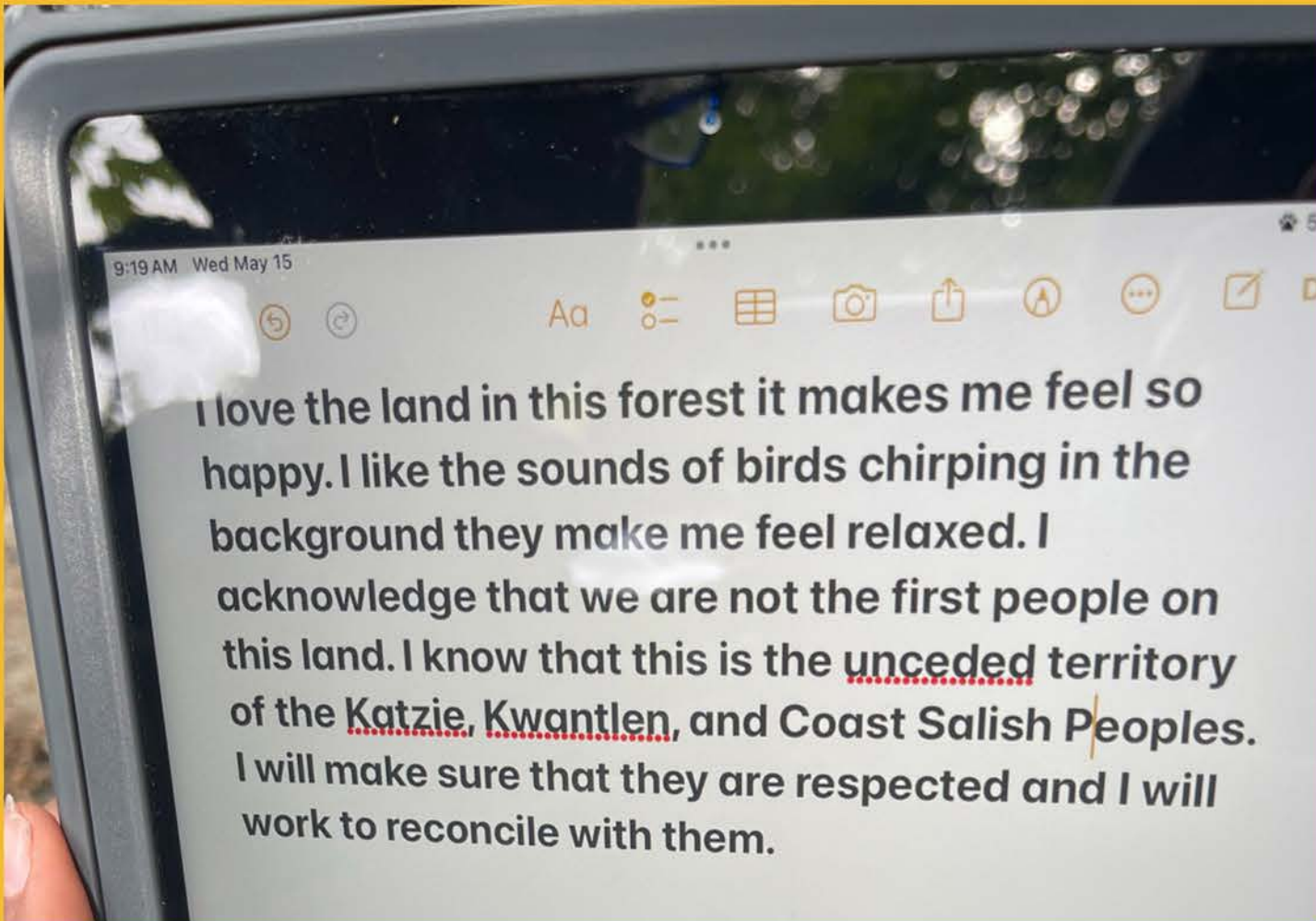
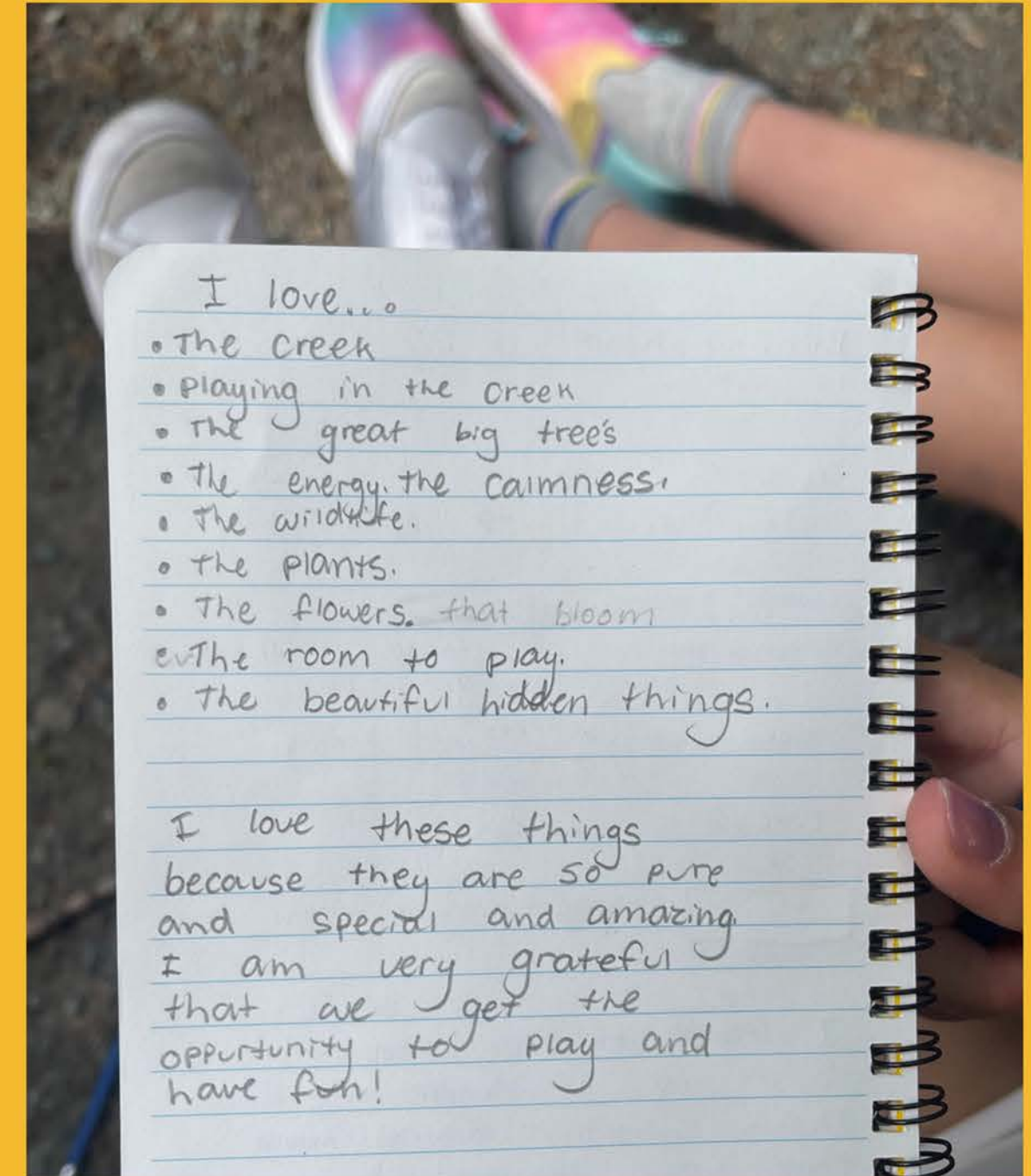
ATL Skills

Communication Skills

Thinking Skills

Action

I choose to take action by...



Which Learner Profile and ATL skills do you think these students are developing in the following activities?

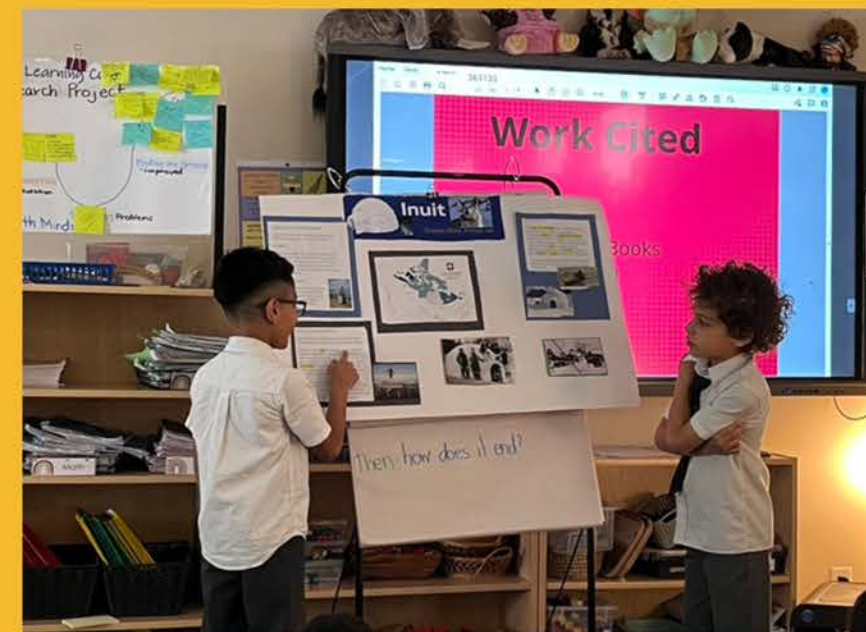
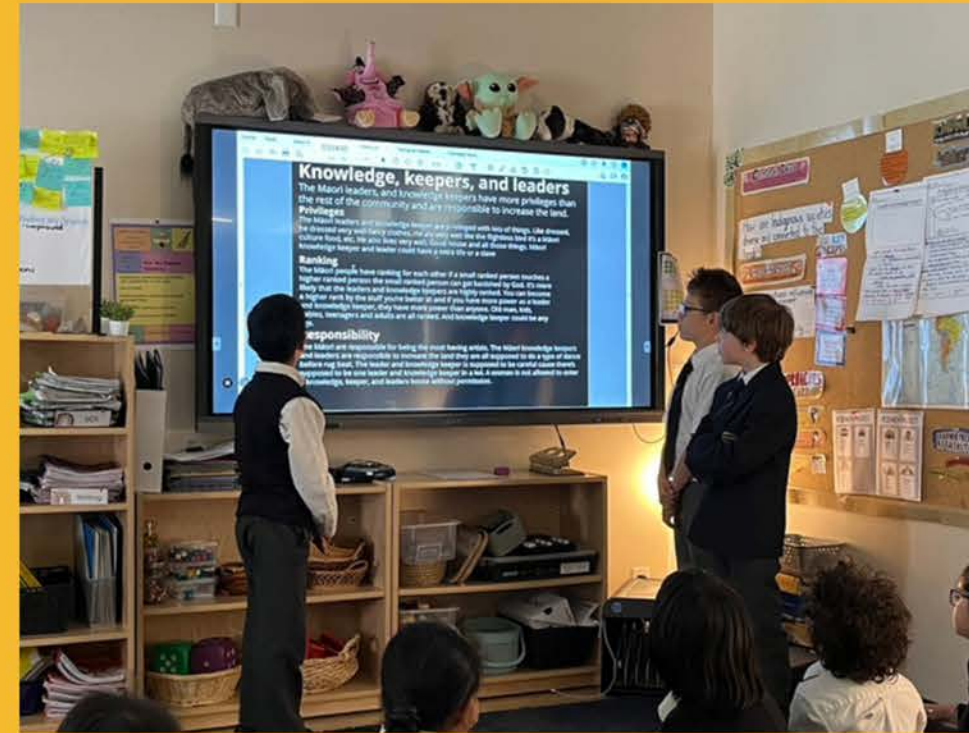
SAND PLAY



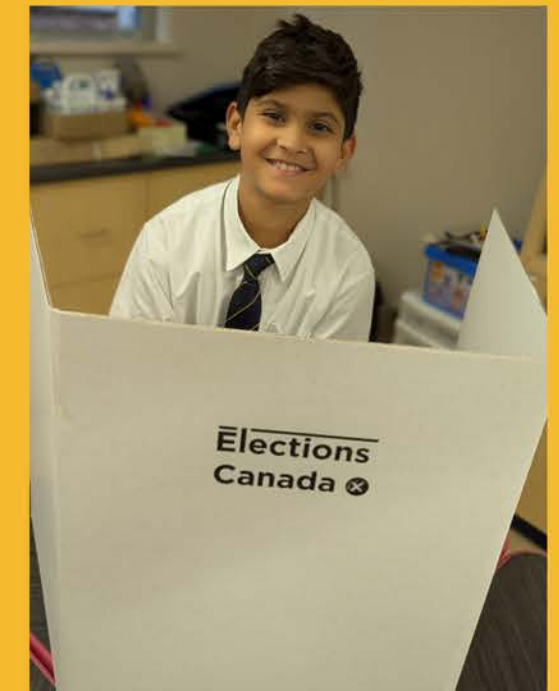
PUMPKIN EXPLORATIONS



RESEARCH PRESENTATION



GRADE 5 STUDENT VOTE





SAND PLAY



Learner Profiles

- Inquirers
- Communicators
- Principled

ATL Skills

- Social Skills
- Self-managment skills

PUMPKIN EXPLORATIONS



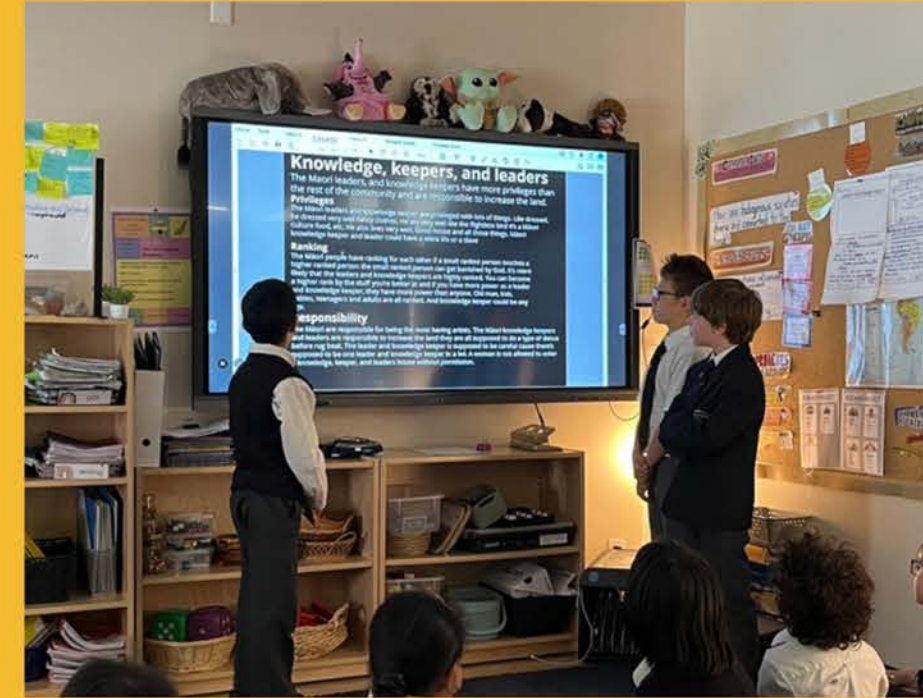
Learner Profiles

- Risk-takers
- Inquirers

ATL Skills

- Research Skills
- Social Skills

RESEARCH PROJECT



Learner Profiles

- Communicators
- Inquirers
- Thinkers

ATL Skills

- Communication Skills
- Research Skills

GRADE 5 STUDENT VOTE



Learner Profiles

- Knowledgeable
- Open-minded
- Reflective

ATL Skills

- Research Skills
- Thinking Skills



Action

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CHOOSE

REFLECT

ACT

SWITCH OFF THE LIGHTS WHEN LEAVING THE ROOM

ALWAYS FINISH YOUR FOOD

USE LESS PAPER

BRING YOUR OWN BOTTLE TO SCHOOL

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PARTICIPATION
contributing as individual or group

ADVOCACY
action to support social / environmental / political change

SOCIAL JUSTICE
relation to rights, equality and equity, social well-being and justice

SOCIAL ENTREPRENEURSHIP
innovative, resourceful and sustainable social change

LIFESTYLE CHOICES
eg. consumption, impact of choices



How can you support at home?



**Celebrate and
Support action
at home**

**Talk to your child
about the Learner
Profiles**

**Talk to your child
about their
student report
comments**



EMOTIONAL INTELLIGENCE



Self-Awareness



Self-Regulation

Motivation



Empathy



Social Skills



EMOTIONAL INTELLIGENCE AND LEARNING



Learning



Memory



Motivation



Memory Test

Apple

River

Flower

Television

Mountain

Guitar

Rainbow

Window

Piano

Sunshine

Chair

Shovel

Ocean

Book

Coffee

Penguin

Banana

Elephant

Snowflake

Butterfly



Memory Test

Tree

Keyboard

Lamp

Moon

Car

Star

Bicycle

Airplane

Cupcake

Cup

Shark

Notebook

Star

Cloud

Balloon

Bird

Pillow

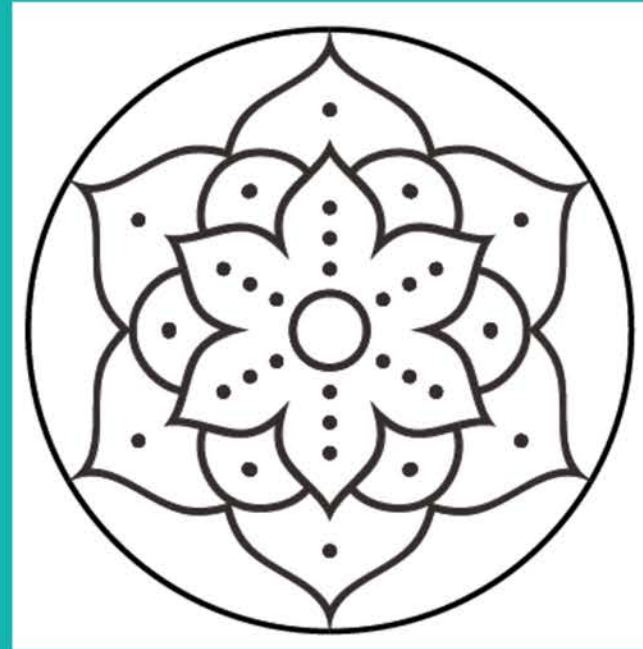
Tennis

Giraffe

Train

DEVELOPING EMOTIONAL INTELLIGENCE AT SCHOOL

JK - Outdoor
Play



Gr. 1 - Glitter
Jars



K -
Zentangles



Gr. 2 - Calm
Corners

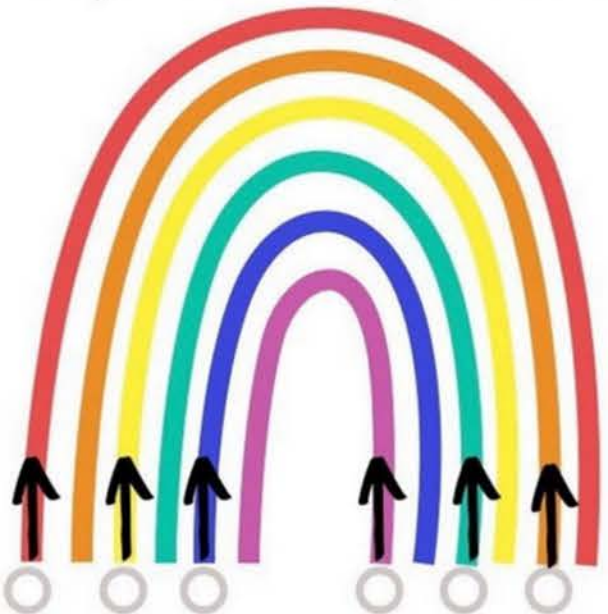
DEVELOPING EMOTIONAL INTELLIGENCE AT SCHOOL

Gr. 3 -
Mindful
Breathing

Gr. 5 -
Calming
Music



Deep Breathing Rainbow



Gr. 4 -
Movement
Breaks



NURTURING EMOTIONAL INTELLIGENCE AT HOME



**Encourage emotional
expression**



**Model self-
regulation and
self-care**

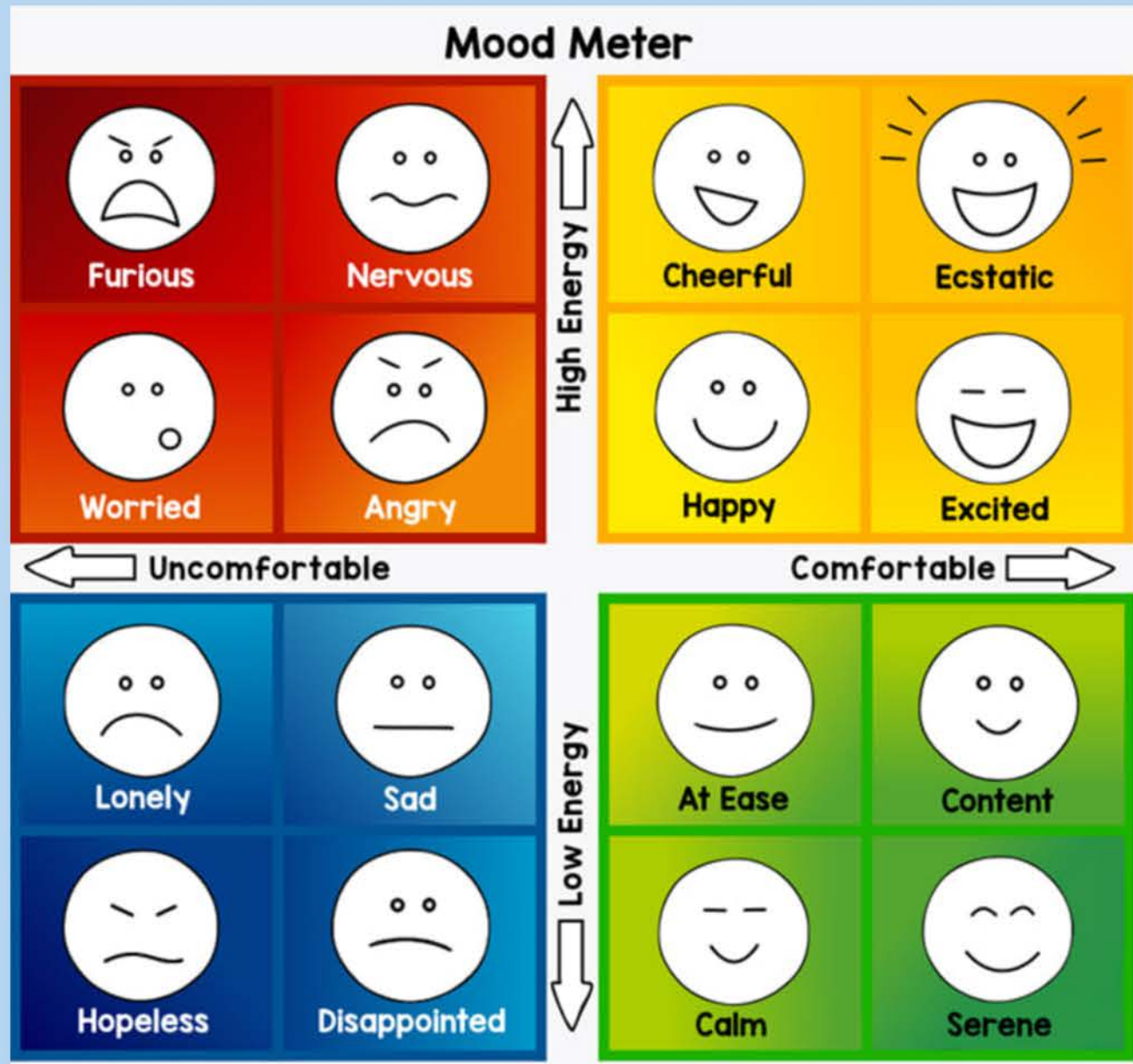


**Help build vocabulary
for self and others**



**Support emotional
regulation and
problem-solving**

SUPPORTING EMOTIONAL INTELLIGENCE AT HOME



parentingdecoded.com

Calming Strategies

- glitter jar**
- have a glass of water**
- paint**
- draw**
- cuddle a stuffie**
- talk about feelings**
- calm space**
- read a book**
- have a snack**
- dance**
- ask for a hug**
- rainbow breath**



FURTHER READING

**The Whole-Brain Child by
Daniel Siegal and Tina Bryson**

**Rest, Play, Grow by Dr. Deborah
MacNamara**

**Permission to Feel by Dr. Marc
Brackett**

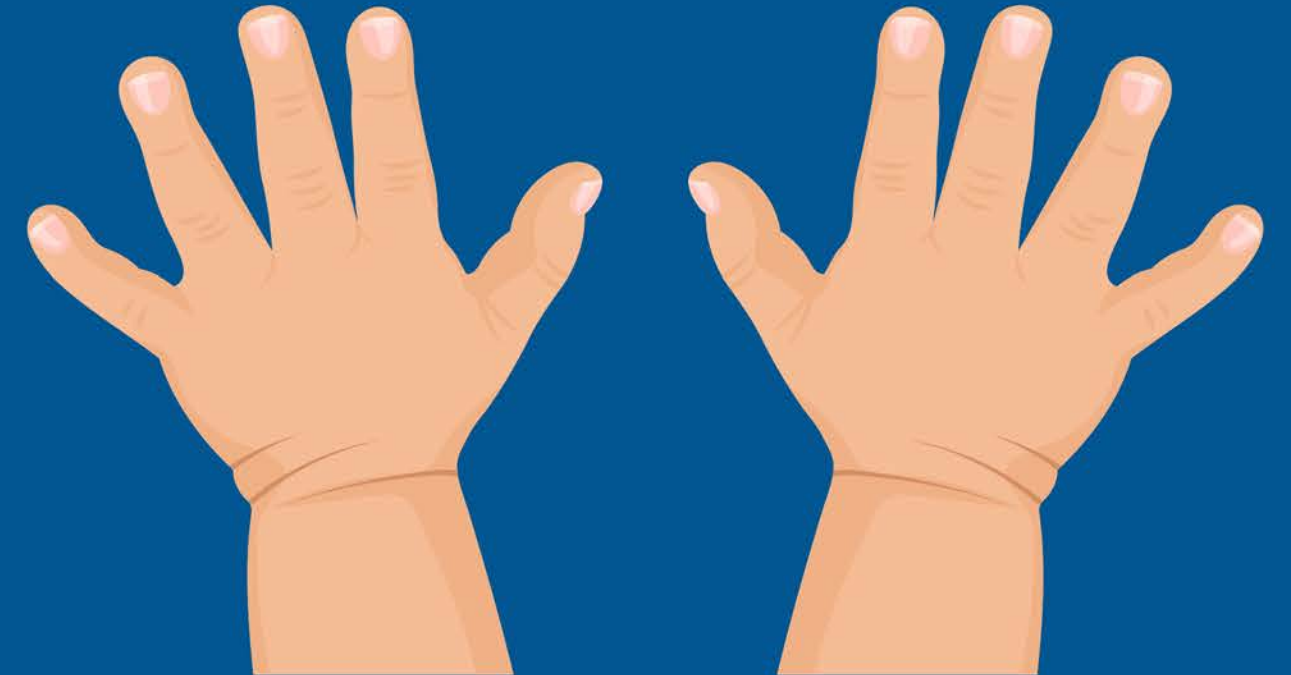
NURTURING THE WHOLE CHILD



Head



Heart



Hands

THANK YOU

Ms. Heather Nicholson

Elementary School Principal



Ms. Stephanie Kinneard

Associate Principal of Elementary School



Ms. Lindsay Oneil

Social Emotional Counsellor

