

PYP POI CRITERIA	
C E N T R A L I D E A S	<p>The central ideas are statements that frame the transdisciplinary unit of inquiry and support students' conceptual understandings of the transdisciplinary themes within which they are situated.</p> <ul style="list-style-type: none"> • They are underpinned by key and related concepts, which promote conceptual understandings. • They present an opportunity for students to construct their own conceptual understandings of the ideas and themes being explored. • They are globally significant and are relevant to students in all cultures and contexts. • They offer students opportunities to explore the commonalities of the human experience. • They are value-free. • They invite student inquiry and a range of student responses. • They engage students in thinking critically and creatively.
C O N C E P T S	<p>The key concepts are fully represented in the POI at each year/grade level.</p> <ul style="list-style-type: none"> • They are used to explore each transdisciplinary theme. • They focus the direction of the inquiry and provide opportunities to make connections across, between and beyond subjects. • They provide opportunities for students to revisit and develop their understanding of all key concepts. • They are balanced across the POI (no more than three per unit). <p>The related concepts provide opportunities to make connections across, between and beyond subjects.</p> <ul style="list-style-type: none"> • They deepen understanding of a key concept or a subject.
L I N E S O F I N Q U I R Y	<p>Lines of inquiry define the scope for exploration of the central idea.</p> <p>They connect to aspects of the transdisciplinary theme being explored.</p> <ul style="list-style-type: none"> • They support the development of conceptual understandings associated with the identified key and related concepts. • They offer opportunities to develop conceptual understandings through multiple perspectives. • They are distinct but remain connected to one another to support student understanding of the central idea. • They consist of three or four statements or phrases identified for each unit. • They are relevant to the age and experiences of the students. • They invite student-initiated inquiries.

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B A L A N C E & A R T I C U L A T I O N

- There is a purposeful and authentic balance of Primary Years Programme (PYP) subjects to support understanding of each transdisciplinary theme.
- All aspects of the descriptors of the transdisciplinary themes are explored at some point.
- The PYP subjects identified will support students' development of conceptual understandings of the central idea.
- The school has mapped the PYP and/or national/state/local subject-specific scope and sequences with its POI.
- More than two PYP subjects are authentically integrated into each transdisciplinary unit.
- The units throughout the POI challenge and extend students' understandings.
- Each unit of inquiry is collaboratively designed, facilitated and reflected upon by the year/grade level and specialist teachers.
- Timeframes for units of inquiry are reviewed to ensure they are appropriate and fit for purpose.