



Posters to Practise

**Reimagining the IB Learner Profile through
Observable Behaviours, Reflection &
Evidence-Based Growth**

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Inquirer

Thinking & Research

Grade band K-1

We nurture our curiosity , developing skills for Inquiry and research. We know how to learn independently & with others.

Elements / ATL	Reflection Question	Observable Behaviour		
Questioning & wondering (Research Skill)	<i>What do you want to find out? what made you curious today?</i>	Points to something and asks “Why?”	Asks “ What if?” questions with the partner.	Pursues a chosen question Independently.
Finding and Using Information (Research Skill)	<i>What did you look to Find out?</i>	Chooses a book, person or image to findout.	Records a finding in a picture or word	Shares what they found with the class.
Making Connection (Thinking Skill)	<i>Does this Remind you of Something you know></i>	Says “ thats like ..” with prompting	Links New Learning to personal Experience	Explains the connection to peer.

IB PYP Learning Progression alignment

Observation & Questioning - P1-P2 --- Noticing / Wondering / Participating / Choosing

Inquirer

Thinking & Research

Grade band 2-3

We nurture our curiosity , developing skills for Inquiry and research. We know how to learn independently & with others.

Elements / ATL	Reflection Question	Observable Behaviour		
Questioning & wondering (Research Skill)	<i>What question did you come up with that surprised even you?</i>	Ask a question before starting a task	Wonders aloud: invites others to think with them	Connects questions to the central idea.
Finding and Using Information (Research Skill)	<i>Which source gave you the most useful information?</i>	Uses two or more sources	Records information in own words.	Notes where information came from
Making Connection (Thinking Skill)	<i>How is this idea like something you learned before?</i>	Find a Similarity between two ideas	Connects current learning to a previous unit	Uses a connection to deepen understanding.
IB PYP Learning Progression alignment	Observation & Questioning - P2-P3--- Exploring / Focusing / Contributing / Reasoning.			

Inquirer

Thinking & Research

Grade band 4-5

We nurture our curiosity, developing skills for Inquiry and research. We know how to learn independently & with others.

Elements / ATL	Reflection Question	Observable Behaviour		
Questioning & wondering (Research Skill)	<i>How did your question change once you started investigating?</i>	Generate Several questions and selects the most researchable	Refines questions as new information emerges	Frames questions that drive a full inquiry cycle.
Finding and Using Information (Research Skill)	How did you decide which sources to trust?	Selects sources purposefully for the task	Cross-Check facts across sources.	Organises information for a specific audience & purpose.
Making Connection (Thinking Skill)	How does this connect to another subject or the world?	Identifies conceptual links across subjects.	Articulates a transfer of understanding explicitly.	Creates an analogy to explain a complex idea.
IB PYP Learning Progression alignment	Observation & Questioning - P3-P5 --- Deeping / Evaluating / facilitating / Justifying / Transferring			

Knowledgeable

Thinking & Communication

Grade band K-1

We develop and use conceptual understanding, exploring knowledge across range of disciplines. We engage with issues and ideas that local and global significance.

Elements / ATL	Reflection Question	Observable Behaviour		
Understanding Concepts (Thinking Skill)	<i>What is the big Idea you Learned today?</i>	Names a key idea for a session	Draws or acts out a concept	Teaches the concept to another student
Reasoning and Analysing (Thinking Skill)	What did you notice? Why do think that happened?	Notices a pattern with teacher guidance	Explains one reason for their thinking	Gives a reason and evidence
Exploring Local and Global significance (Thinking Skill)	Where does this happen in our school or home?	Identifies the topic in their own life	Talks about how it affects their community	Shares a personal response to the issue

IB PYP Learning Progression alignment

Observation & Questioning - P1-P2--- Noticing / Wondering / Participating / Choosing

Knowledgeable

Thinking & Communication

Grade band 2-3

We develop and use conceptual understanding, exploring knowledge across range of disciplines. We engage with issues and ideas that local and global significance.

Elements / ATL	Reflection Question	Observable Behaviour		
Understanding Concepts (Thinking Skill)	<i>Can you explain the concept in your own words?</i>	Able to explain concept using example	Links concept to a real world example	Uses the concept to predict something new
Reasoning and Analysing (Thinking Skill)	What patterns did you find? how did you decide ?	Classifies information; forms a general conclusion	Compares two pieces of information	draws a reasoned conclusion from several facts
Exploring Local and Global significance (Thinking Skill)	Why does it matter to people in different places?	Names a one local and one global example	Explains why issue matters to others	Links local action to global impact

IB PYP Learning Progression alignment

Observation & Questioning - P2-P3--- Exploring / Focusing / Contributing / Reasoning

Knowledgeable

Thinking & Communication

Grade band 4-5

We develop and use conceptual understanding, exploring knowledge across range of disciplines. We engage with issues and ideas that local and global significance.

Elements / ATL	Reflection Question	Observable Behaviour		
Understanding Concepts (Thinking Skill)	<i>How does the concept apply in different concept?</i>	Applies a concept in an unfamiliar situation	Compares how the same concept works in two contexts	Critiques an idea using a conceptual lens.
Reasoning and Analysing (Thinking Skill)	How did you consider different viewpoints in your analysis?	Classifies information; forms a general conclusion	Compares two pieces of information	Forms conclusions by weighing varying viewpoints & outcomes.
Exploring Local and Global significance (Thinking Skill)	How does it connect to something happening globally?	Compares a local and global perspective on the same issue	Analyses causes & effects at local and global levels	Proposes a response that considers multiple perspective

IB PYP Learning Progression alignment

Observation & Questioning - P3-P5--- Deepening / Evaluating / Facilitating / Justifying / Transferring

Thinker

Thinking

Grade band K-1

We use critical and creative thinking skills to analyse and take responsible action on complex problems.

Elements / ATL	Reflection Question	Observable Behaviour		
Problem Solving (Thinking Skill)	<i>What did you try? What happened?</i>	Tries an Idea even when unsure	Tries a different way after first attempt	Asks for help , then tries independently
Creative thinking (Thinking Skill)	What is the brand new idea you had today?	Generates at least one original idea	Builds on someone else's idea imaginatively	Creates and shares something new
Ethical Reasoning (Thinking Skill)	Was that fair ? How do you Know?	Identifies when something feels "not fair"	gives a reason why something is fair or unfair	suggests a fair solution
IB PYP Learning Progression alignment	Decision making & Questioning - P1-P2--- Noticing / Wondering / Participating / Choosing			

Thinker

Thinking

Grade band 2-3

We use critical and creative thinking skills to analyse and take responsible action on complex problems.

Elements / ATL	Reflection Question	Observable Behaviour		
Problem Solving (Thinking Skill)	<i>When you got stuck, what did you do?</i>	Selects a strategy deliberately	Adapts approach mid-task	Checks whether the answer makes sense
Creative thinking (Thinking Skill)	How did you combine ideas to make something new?	Combines two ideas to produce something new	Uses a different format or material to express an idea	Explains a thinking behind a creative choice
Ethical Reasoning (Thinking Skill)	Who might be affected by this decision?	Names who is affected by your choice	Thinks about how a decision impacts others	Takes responsible action considering others
IB PYP Learning Progression alignment	Decision making & Questioning - P2-P3--- Exploring / Focusing / Contributing / Reasoning			

Thinker

Thinking

Grade band 4-5

We use critical and creative thinking skills to analyse and take responsible action on complex problems.

Elements / ATL	Reflection Question	Observable Behaviour		
Problem Solving (Thinking Skill)	<i>Which strategy worked best and why?</i>	Plans before acting and checks the plan	Evaluates multiple approaches before deciding	Explains reasoning to a peer, invites critique
Creative thinking (Thinking Skill)	How did you push your idea further than expected?	Pursues an idea beyond a given task	Takes creative risks and reflects on the result	Iterates on a creative idea based on feedback
Ethical Reasoning (Thinking Skill)	What are different viewpoints on this ethical questions?	Considers atleast two perspectives on an ethical issue.	Analyses trade-offs between different values	Makes and defends an ethical judgement with evidence
IB PYP Learning Progression alignment	Decision making & Questioning - P3-P5--- Deepening / Evaluating / Justifying / Facilitating / Transferring			

Communicator

Communication

Grade band K-1

We express ourselves confidently and creatively in more than one language and in many ways.

Elements / ATL	Reflection Question	Observable Behaviour		
Sharing ideas clearly (Communication Skill)	<i>What did you want to tell your group?</i>	Shares one idea with a group	Uses pictures, gestures or objects to help	speaks loudly and clearly enough
Listening Actively (Communication Skill)	What did your friend say? did you hear something new?	Makes eye contact; waitsfor turn	Responds to what was actually said	Shows with body language they are listening
Using multiple modes (Communication Skill)	Can you show your idea another way?	Uses drawing, movement or words	Combines two modes (e.g picture + label)	Creates a product others can read or view

IB PYP Learning Progression alignment

Role & Turn-taking - P1-P2--- Noticing / Wondering / Participating / Choosing

Communicator

Communication

Grade band 2-3

We express ourselves confidently and creatively in more than one language and in many ways.

Elements / ATL	Reflection Question	Observable Behaviour		
Sharing ideas clearly (Communication Skill)	<i>How did you make sure your listener understood?</i>	Organises ideas before speaking	Uses a visual aid or real-world example	Checks that the listener understood
Listening Actively (Communication Skill)	What did you notice about how someone was feeling?	Asks a follow-up question after listening	Summarises what they heard	Changes a response based on new information
Using multiple modes (Communication Skill)	Why did you choose this way to share your thinking?	Chooses between two modes of expression	Explains why they chose a particular mode	Uses mode to enhance, not just repeat, meaning

IB PYP Learning Progression alignment

Role & Turn-taking P2-P3--- Exploring / Focusing / Contributing / Reasoning

Communicator

Communication

Grade band 4-5

We express ourselves confidently and creatively in more than one language and in many ways.

Elements / ATL	Reflection Question	Observable Behaviour		
Sharing ideas clearly (Communication Skill)	<i>How did you adjust your message for your audience?</i>	Adapts language and tone for the audience	Uses a visual aid or real-world example	Invites questions; responds thoughtfully
Listening Actively (Communication Skill)	How did listening change what you thought?	Paraphrases before responding	Identifies speaker's main idea and details	Adjusts their own view after hearing another perspective
Using multiple modes (Communication Skill)	Which mode of expression worked best and why?	Selects a mode deliberately for purpose & audience	Reflects on effectiveness of chosen mode	Adapts the same message across two different modes

IB PYP Learning Progression alignment

Role & Turn-taking P3-P5--- Deepening / Evaluating / Facilitating / Justifying / Transferring

Principled

Social & Self-management

Grade band K-1

We act with integrity and honesty, with a strong sense of fairness and justice, & with respect for the dignity of people everywhere.

Elements / ATL	Reflection Question	Observable Behaviour		
Acting with honesty & integrity (Social Skill)	<i>Did you tell truth, even when it was hard?</i>	Tells the truth about what happened	returns something that is not theirs	Encourages others to be honest
Taking responsibility (Self-management Skill)	What was your job? Did you do it ?	Completes their assigned role	Apologises and tries to fix the mistake	Checks in on responsibilities independently
Respecting rules & fairness (Social Skill)	Why do we have rules? Did you follow them?	Follows classroom rules with reminders	Notices when a rule is broken; responds calmly	Reminds others of the rules kindly

IB PYP Learning Progression alignment

Decision making and Role & Turn-taking - P1-P2--- Noticing / Wondering / Participating / Choosing

Principled

Social & Self-management

Grade band 2-3

We act with integrity and honesty, with a strong sense of fairness and justice, & with respect for the dignity of people everywhere.

Elements / ATL	Reflection Question	Observable Behaviour		
Acting with honesty & integrity (Social Skill)	<i>What does doing the right thing look like when no one watches?</i>	Acknowledges a mistake honestly	Takes responsibility without being prompted	Upholds an agreement even when inconvenient
Taking responsibility (Self-management Skill)	What happened because of a choice you made?	Identifies consequences of own actions	Follows through without reminders	Reflects on how choices affects the group
Respecting rules & fairness (Social Skill)	When did you see something unfair? What did you do?	Follows rules independently; explains why	Raises a concern about fairness respectfully	Helps create fair rules for a new situation.
IB PYP Learning Progression alignment	Decision making and Role & Turn-taking - P2-P3--- Exploring / Focusing / Contributing / Reasoning			

Principled

Social & Self-management

Grade band 4-5

We act with integrity and honesty, with a strong sense of fairness and justice, & with respect for the dignity of people everywhere.

Elements / ATL	Reflection Question	Observable Behaviour		
Acting with honesty & integrity (Social Skill)	<i>How did you balance being honest with being kind?</i>	Acts with integrity even when it is difficult	Explains a reasoning behind an honest choice	Reflects on a time when honesty required courage
Taking responsibility (Self-management Skill)	How did you take responsibility when something went wrong?	Acknowledges the impact of their action on others	makes a plan to repair the impact of an error	Takes initiative to address a problem they caused
Respecting rules & fairness (Social Skill)	How do rules protect people? When might a rule need to change?	Advocates for fairness in a group situation	Questions a rules thoughtfully; proposes an alternative	Applies principles of fairness to a novel ethical dilemma
IB PYP Learning Progression alignment	Decision making and Role & Turn-taking - P3-P5--- Deepening / Evaluating / Facilitating / Justifying / Transferring			

Open-Minded

Social & Thinking

Grade band K-1

We critically appreciate our own cultures and personal histories, as well as the values and traditions of others.

Elements / ATL	Reflection Question	Observable Behaviour		
Appreciating different perspectives (Social Skill)	<i>What did someone see differently from you today?</i>	Listen to a different idea without interrupting	Say's " I didn't think of it that way"	Includes someone else's idea in their thinking.
Valuing cultural diversity (Social Skill)	What is something new you learned about someone else lives?	Notices a cultural difference with curiosity	Asks respectful Questions about others cultures	Shares something from their own culture
being willing to reconsider (Thinking Skill)	Did you change your mind about anything today?	Says " I changes my mind" with prompting	Tries something a different way	Tells others it is okay to change your mind

IB PYP Learning Progression alignment

Decision making and Questioning - P1-P2--- Noticing / Wondering / Participating / Choosing

Open-Minded

Social & Thinking

Grade band 2-3

We critically appreciate our own cultures and personal histories, as well as the values and traditions of others.

Elements / ATL	Reflection Question	Observable Behaviour		
Appreciating different perspectives (Social Skill)	<i>What might someone think about this differently?</i>	Names a perspective different from their own	Explains why someone else might think differently.	Changes a decision before hearing another perspective
Valuing cultural diversity (Social Skill)	How is your culture similar to and different from others?	Identifies similarities and differences between cultures	Participates in a cultural experience openly	makes a connection between cultures
being willing to reconsider (Thinking Skill)	What new information made you think differently?	Acknowledges new info that challenges their view	Explains what changed their thinking	Uses new understanding to update their work

IB PYP Learning Progression alignment

Decision making and Questioning - P2-P3--- Exploring / Focusing / Contributing / Reasoning

Open-Minded

Social & Thinking

Grade band 4-5

We critically appreciate our own cultures and personal histories, as well as the values and traditions of others.

Elements / ATL	Reflection Question	Observable Behaviour		
Appreciating different perspectives (Social Skill)	<i>How did a perspective you disagreed with change your thinking?</i>	Seeks out perspective that challenge their view	Analyses how background shapes a viewpoint.	Sythesises mutiple perspectives into deeper understanding
Valuing cultural diversity (Social Skill)	How does understanding other cultures help you as a global citizen?	Compares cultural practices; explains significance	Challenges a cultural stereotype with evidence	Advocates for cultural understanding
being willing to reconsider (Thinking Skill)	When is it a strength --- not a weakness--- to change your views?	Voluntarily revises a position based on evidence	Distinguishes changing your mind being inconsistent	Models intellectual humility; reflects on its value
IB PYP Learning Progression alignment	Decision making and Questioning - P3-P5--- Deepening / Evaluating / Facilitating / Justifying / Transferring			

Caring Social

Grade band K-1

We show empathy, compassion and respect. We have a commitment to service, and we act to make a positive difference.

Elements / ATL	Reflection Question	Observable Behaviour		
Showing empathy (Social Skill)	<i>How do you think your friend felt? How do you know?</i>	notices when a classmate is sad or upset	Offers comfort (a kind word or gesture)	Checks in on a friend who seems sad
Contributing to the community (Social Skill)	What did you do to help your class today?	Helps tidy or complete a shared task	Encourages a peer who is struggling	does something kind without being asked
Respecting others (Social Skill)	How did you show a classmate you cared?	Uses a kind voice and respectable words	Takes turns and shares materials	Apologises sincerely when they hurt someone

IB PYP Learning Progression alignment

Decision making and Role & Turn- taking - P1-P2--- Noticing / Wondering / Participating / Choosing

Caring Social

Grade band 2-3

We show empathy, compassion and respect. We have a commitment to service, and we act to make a positive difference.

Elements / ATL	Reflection Question	Observable Behaviour		
Showing empathy (Social Skill)	<i>What did you do when you noticed someone was upset?</i>	Names how another person might be feeling	Responds to another's emotion with care	Finds a way to help someone feel included
Contributing to the community (Social Skill)	How did you make the environment better for others?	Volunteers for a role that helps the group	Takes initiative to improve the shared environment	Reflects on how their contribution made a difference
Respecting others (Social Skill)	What does respect look and sound like in our classroom?	Listens without interrupting	Acknowledges and validates another's feelings	Stand up for someone being treated unkindly

IB PYP Learning Progression alignment

Decision making and Role & Turn-taking - P2-P3--- Exploring / Focusing / Contributing / Reasoning

Caring Social

Grade band 4-5

We show empathy, compassion and respect. We have a commitment to service, and we act to make a positive difference.

Elements / ATL	Reflection Question	Observable Behaviour		
Showing empathy (Social Skill)	<i>What is the difference between sympathy and empathy?</i>	Distinguishes between their feelings and another's	Considers feelings of others before acting	Advocates for someone being treated unkindly
Contributing to the community (Social Skill)	What action made a difference beyond the classroom?	Identifies a community need; proposes a response	Organises or leads a contribution to the community	Sustains an ongoing commitment to a community goal
Respecting others (Social Skill)	How do you show respect to someone with very different views?	Maintains respectful communication even in disagreement	Addresses conflict calmly and constructively	Models respectful behaviour; reflects on its impact

IB PYP Learning Progression alignment

Decision making and Role & Turn-taking - P3-P5--- Deepening / Evaluating / Facilitating / Justifying / Transferring

<h1 style="margin: 0;">Courageous</h1> <h2 style="margin: 0;">Self-management & Thinking</h2>	<p><i>Grade band K-1</i></p> <p><i>We approach uncertainty with forethought and determination. We are resourceful and resilient in the face of challenges.</i></p>
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Elements / ATL	Reflection Question	Observable Behaviour		
Trying new things (Self-management Skill)	What was something you tried for the first time today?	Attempts a new activity even when nervous	Shares the attempt even if imperfect	Encourages a peer to try something new
Learning from mistakes (Self-management Skill)	What went wrong? What will you try next time?	Names what did not work	Tries again after a mistake with support	Says “ I”ll try it a different way”
Working with uncertainty (Thinking Skill)	What do you do when you don’t know the answer?	Stays engaged even when unsure	Asks a question rather than giving up	Keeps trying with encouragement

IB PYP Learning Progression alignment	Decision making and Observation - P1-P2--- Noticing / Wondering / Participating / Choosing
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<h1 style="margin: 0;">Courageous</h1> <h2 style="margin: 0;">Self-management & Thinking</h2>	<p><i>Grade band 2-3</i></p> <p><i>We approach uncertainty with forethought and determination. We are resourceful and resilient in the face of challenges.</i></p>
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Elements / ATL	Reflection Question	Observable Behaviour		
Trying new things (Self-management Skill)	How did you feel before trying something unfamiliar? After?	Tries a task in a new and unfamiliar way	Reflects on what they learned from trying	Persists through uncertainty to complete a challenge
Learning from mistakes (Self-management Skill)	What did the mistake teach you?	Explains what they learnt from an error	Tries again independently after reflecting	Shares a mistake and what they learned
Working with uncertainty (Thinking Skill)	How did you keep going when you weren't sure?	Uses a strategy when they feel stuck	Names what they are unsure about; keeps going	Supports a peer who feels stuck

IB PYP Learning Progression alignment	Decision making and Observation - P2-P3--- Exploring / Focusing / Contributing / Reasoning
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<h1 style="margin: 0;">Courageous</h1> <h2 style="margin: 0;">Self-management & Thinking</h2>	<p>Grade band 4-5</p> <p><i>We approach uncertainty with forethought and determination. We are resourceful and resilient in the face of challenges.</i></p>
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Elements / ATL	Reflection Question	Observable Behaviour		
Trying new things (Self-management Skill)	How do you decide when a risk is worth taking?	takes a deliberate creative and intellectual risk	Evaluates whether the risk was worthwhile	Seeks out challenges that stretch their thinking
Learning from mistakes (Self-management Skill)	How do you use mistakes as data to improve?	Analyses the cause of a mistake; adjusts approach	Uses a mistake to generate a better strategy	Reframes mistakes as essential to learning
Working with uncertainty (Thinking Skill)	How do you manage the feeling of not knowing?	Identifies uncertainty as part of the inquiry process	Develops a plan to move forward despite uncertainty	Reflects on how tolerating ambiguity strengthened learning

IB PYP Learning Progression alignment	Decision making and Observation - P3-P5--- Deepening / Evaluating / Facilitating / Justifying / Transferring
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Balanced

Self-management

Grade band K-1

We understand the importance of balancing our lives--- intellectual, physical and emotional--- to achieve wellbeing

Elements / ATL	Reflection Question	Observable Behaviour		
Managing time & energy (Self-management Skill)	<i>Did you finish in time? Where did you put your things?</i>	Uses a visual schedule or timer	Tides material when finished	Brings needed materials to the task
Caring for self-mind and body (Self-management Skill)	How did your body and mind feel today?	Names a feeling in their body or mind	Uses a simple strategy when upset (breathing)	Returns to learning after regulating.
Balancing independence & collaboration (Self-management Skill)	When did you work alone today? When with others?	Moves between solo and group work with support	Completes a personal task without constant support	Supports others without taking over

IB PYP Learning Progression alignment

Decision making and Role & Turn-taking- P1-P2--- Noticing / Wondering / Participating / Choosing

Balanced

Self-management

Grade band 2-3

We understand the importance of balancing our lives--- intellectual, physical and emotional--- to achieve wellbeing

Elements / ATL	Reflection Question	Observable Behaviour		
Managing time & energy (Self-management Skill)	<i>How did you plan your time? What would you do differently?</i>	Breaks a task into smaller steps	Asks for help before running out of time	Monitors own progress through a task
Caring for self-mind and body (Self-management Skill)	What do you do to feel calm or ready to learn?	Identifies what helps them feel calm	Chooses a wellbeing strategy from options	Reflects on what supports learning readiness
Balancing independence & collaboration (Self-management Skill)	When is it better to work alone versus in a group?	Identifies when a task calls for solo or group work	Contributes meaningfully to both group and solo tasks	Balances personal contribution with group needs

IB PYP Learning Progression alignment

Decision making and Role & Turn-taking- P2-P3--- Exploring / Focusing / Contributing / Reasoning

Balanced

Self-management

Grade band 4-5

We understand the importance of balancing our lives--- intellectual, physical and emotional--- to achieve wellbeing

Elements / ATL	Reflection Question	Observable Behaviour		
Managing time & energy (Self-management Skill)	<i>What systems help you stay balanced?</i>	Creates a personal plan and monitors it	Adjusts a plan when interrupted	Evaluates use of time; sets a new goal
Caring for self-mind and body (Self-management Skill)	How do you recognise when you need a break?	Recognises signs of stress; uses a strategy	Explains why a particular strategy works for them	Proactively manages wellbeing to sustain learning
Balancing independence & collaboration (Self-management Skill)	How do you know when to lead, follow or step back?	Makes deliberate choices about how to work	Refelcts on how both modes contributed to a richer outcome	Adapts role fluidly based on what the task requires

IB PYP Learning Progression alignment

Decision making and Role & Turn-taking- P3-P5--- Deepening / Evaluating / Facilitating / Justifying / Transferring

Reflective

Self-management & Thinking

Grade band K-1

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

Elements / ATL	Reflection Question	Observable Behaviour		
Reflecting on learning (Self-management Skill)	<i>What did you learn today? What surprised you?</i>	Names one thing they learned	Says what was easy or hard	Shows a moment of learning to a peer
Setting & reviewing goals (Self-management Skill)	What do you want to get better at?	Names one thing to practise	Returns to a goal with prompting	Shows pride when a goal is reached
Understanding strengths & growth areas (Self-management Skill)	What are you really good at? What do you want to practise?	Names one thing they are good at	Says what was easy and what was hard	Shares a strength to help a friend

IB PYP Learning Progression alignment

Decision making and Role & Observation- P1-P2--- Noticing / Wondering / Participating / Choosing

Reflective

Self-management & Thinking

Grade band 2-3

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

Elements / ATL	Reflection Question	Observable Behaviour		
Reflecting on learning (Self-management Skill)	<i>What was hard? What helped you keep going?</i>	Explains what helped them learn	Identifies a strategy that worked	Makes a connection to a previous experience
Setting & reviewing goals (Self-management Skill)	What is one goal? How will you know when you reach it?	Sets a specific, reachable goal	Tracks progress over time	Revises a goal when it is no longer relevant
Understanding strengths & growth areas (Self-management Skill)	How do your strengths help you as a learner?	Names a strength and a growth area	Explains how a strength helped in a task	Sets a goal connected to a growth area

IB PYP Learning Progression alignment

Decision making and Role & Observation- P2-P3--- Exploring / Focusing / Contributing / Reasoning

Reflective

Self-management & Thinking

Grade band 4-5

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

Elements / ATL	Reflection Question	Observable Behaviour		
Reflecting on learning (Self-management Skill)	<i>What would you do differently? What does this make you wonder next?</i>	Critiques their own process, not just the product	Identifies a growth area and provides evidence	Uses reflection to plan their next steps
Setting & reviewing goals (Self-management Skill)	How does this goal connect to who you want to become as a learner?	Sets short and long-term goals	Identifies what success looks like in advance	Reflects honestly on whether a goal was reached
Understanding strengths & growth areas (Self-management Skill)	How do you use your strengths to help others?	Analyses how strengths and growth areas interact	Uses a strength to address a growth area strategically	Reflects on how growth has changed their learner identity

IB PYP Learning Progression alignment

Decision making and Role & Observation- P3-P5--- Deepening / Evaluating / Facilitating / Justifying / Transferring