

# the PYP Pulse

[October Edition]



"The capacity to reflect is at the heart of what it is to be an effective learner"  
- Bill Lucas

## PROGRAMME news

The Primary Years Programme is committed to the process of reflection and its important role in both teaching and learning. In education, the process of reflection helps to develop deeper understanding. It encourages discovery and connection-making. It allows students to be able to transfer their learning to other contexts and to use what they have learned when encountering new tasks or problems in the future. Reflection helps us learn how to be better at learning.

As teachers and students wrap up their first unit of inquiry, they both select student derived work from throughout the unit and complete a reflection on each piece. The reflected pieces are then placed in each child's PYP portfolio. It is exciting to see the growth between units and from year to year. Some students are able to share their portfolios during conferences and other family events throughout the year. Ask your child what they select to go in their portfolio!

Use the questions below to promote reflection and help your child to think about their learning.

- What actions are you taking today to help you reach your future goals?
- What would you like to learn more about this week, this year, etc.?
- What is something you feel you are doing well this school year? Is there something you would like to improve on?



### Your PYP Coordinators:

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## LEARNING focus

### **A message from the Creator of RISE. Sarah Owens:**

"Social-emotional learning is foundational to academic learning!" We hear this all the time, but do we really believe it? And if so, do we understand why it is true? Picture it like this: our growing brain is just like building a house. And just like a sturdy, solid foundation is essential for a strong house that will last for years, our brain's "house" architecture of reading, writing, and math is only as strong as the foundation of our self-awareness, self-management, social-awareness, relationship skills, and responsible thinking (CASEL, 2017). The brain develops from the bottom to the top and from the inside out. Meaning the most important "foundational" parts of our brain grow first (starting even before birth) and are critical to the parts of our brain where we do all of our thinking (which is not done growing until age 26!). What do we need to build a strong foundation? Like food for our bodies, our brain grows best through relationships with connected, caring adults who model their own self-awareness and self-management. When authentic presence (NOT perfection) of positive touch and eye contact is shared, the brain feels safe and can open up for skills such as impulse control and problem-solving. When play and joy are mutually experienced, even on the hardest of days, the brain experiences the nutrients of oxytocin and serotonin, chemicals that literally help us heal. It is when a growing brain is surrounded by these opportunities of social connectedness and emotional consistency is the strong foundation for learning built. Does social-emotional learning really matter? I'll ask you this: Would you rather build your house on broken pieces of rubble or on solid bedrock? *Let's not wait until the to-do list is done and the stress is less to lean into our kids' social-emotional wellbeing, because it is in the middle of the hard where the opportunity for connection and growth live.*

### **And it is the most important work we can do.**

*RISE is a trauma-informed service model that equips schools with skills and mindsets to build resilient staff, students, and systems.*

*Sarah Owens-Creator of RISE*

## SCHOOL - HOME connection

Read Alouds to support the Learner Profile Attribute:

### **Open-Minded-**

*To understand and appreciate your own culture and personal history, and to be open to the perspectives, values and traditions of other individuals and communities.*

**The Proudest Blue: A Story of Hijab and Family** by Ibtihaj Muhammad

**Maybe Something Beautiful: How Art Transformed a Neighborhood** by F. Isabel Campoy & Theresa Howell

**I Will Never Eat a Tomato** by Lauren Child

