



College Gardens Elementary School
International Baccalaureate World School



**International
Baccalaureate**



International[®] Baccalaureate

Primary Years Programme

The unique benefits of the PYP

Organization: What is the IB mission and legal status?

Mission

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.

To this end the organization 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.

Legal status

The IB is a non-profit making Swiss Foundation registered in 1968. The activities of the organization are determined by an Act of Foundation approved by the Swiss authorities.

Core values

Motivated by a mission

We aim to create a better world through education

Partnerships

We achieve our goals by working together

Quality

We value our reputation for high standards

Participation

We actively involve our stakeholders

International mindedness

We embrace diversity

Further resources:

- The *Annual Review* including accounts is available on www.ibo.org.

Programmes: What is the IB learner profile?



The attributes of the learner profile express the values inherent to the IB continuum of international education: these are values that should infuse all elements of the three programmes and, therefore, the culture and ethos of all IB World Schools.

IB programmes promote the education of the whole person, emphasizing intellectual, personal, emotional and social growth through all domains of knowledge.

IB learners strive to be:

Inquirers

Knowledgeable

Thinkers

Communicators

Principled

Open-minded

Caring

Risk-takers

Balanced

Reflective

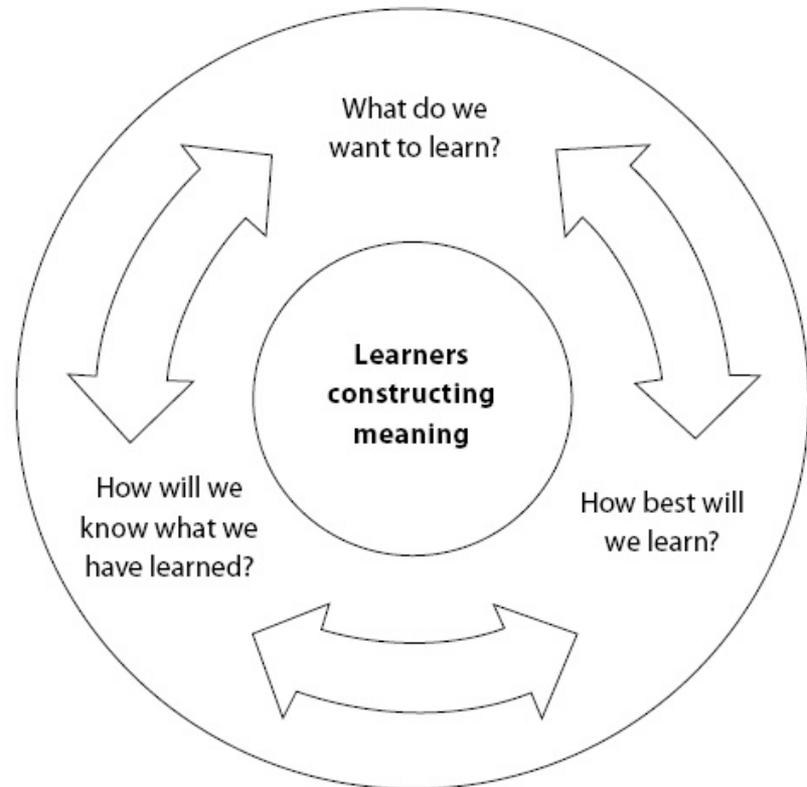
Definition: How is the PYP defined?

- The IB Primary Years Programme, for students aged 3 to 12 focuses on the development of the whole child as an inquirer, both in the classroom and in the world outside. It is a framework guided by six transdisciplinary themes of global significance, explored using knowledge and skills derived from six subjects areas, as well as transdisciplinary skills, with a powerful emphasis on inquiry- based learning.
- At the center of the PYP is a commitment to structured inquiry. The students participate more in problem solving, asking questions, actively seeking explanations, and forming hypotheses and generalizations original to them. Inquiry involves an active engagement with the environment in an effort to make sense of the world. PYP students reflect on connections between the experiences encountered and the information gathered.

Learners constructing meaning: How is the PYP curriculum defined?

- Written curriculum
- Taught curriculum
- Assessed curriculum

This is a model whereby all three components inform each other.



Learners constructing meaning: What are the essential elements of the programme?

- Knowledge
- Concepts
- Skills
- Attitudes
- Action

Essential elements: How are they described in the PYP curriculum?

- **Knowledge**
Significant, relevant content 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 the students need to demonstrate to succeed in a changing, challenging world, which may be disciplinary or transdisciplinary in nature.



Essential elements: How are they described in the PYP curriculum?

- **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



Knowledge: What are the PYP transdisciplinary themes?

- **Who we are**

Inquiry into the nature of the self; beliefs and values; person, 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**

Inquiry into orientation in place and time; personal histories; homes and journeys; the discoveries, explorations and migrations of humankind; the relationship between and the interconnectedness of individuals and civilizations, from local and global perspectives.



Knowledge: What are the PYP transdisciplinary themes?

- **How we express ourselves**
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**
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**
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**
Inquiry into rights and responsibilities in the struggle to share finite resources with other people and with other living things; communities and the relationship within and between them; access to equal opportunities; peace and conflict resolution.

Concepts: What are the PYP concepts?

- **Form** - *What is it like?*
The understanding that everything has a form with recognizable features that can be observed, identified, described and categorized.
- **Function** - *How does it work?*
The understanding that everything has a purpose, a role or a way of behaving that can be investigated.
- **Causation** - *Why is it like it is?*
The understanding that things do not just happen, that there are causal relationships at work, and that actions have consequences.
- **Change** - *How is it changing?*
The understanding that change is the process of movement from one state to another. It is universal and inevitable.
- **Connection** - *How is it connected to other things?*
The understanding that we live in a world of interacting systems in which the actions of any individual element affect others.



Concepts: What are the PYP concepts?

- **Perspective** – *What are the point of view?*

The understanding that knowledge is moderated by perspectives; different perspectives lead to different interpretations, understandings and findings; perspectives may be individual, group, cultural or disciplinary. Perspectives may be individual, group, cultural or disciplinary.

- **Responsibility** – *What is our responsibility?*

The understanding that people make choices based on their understandings and the actions they take as a result do make a difference.

- **Reflection** – *How do we know?*

The understanding that there are different ways of knowing, and that it is important to reflect on our conclusions, to consider our methods of reasoning, and the quality and the reliability of the evidence we have considered.



Skills: What are the PYP transdisciplinary skills?

- **Thinking**
Acquisition of knowledge; comprehension; application; analysis, synthesis, evaluation, dialectical thought, metacognition.
- **Social skills**
Accepting responsibility; respecting others; cooperating, resolving conflict; group decision-making; adopting a variety of group roles.
- **Communication skills**
Listening; speaking; reading; writing; viewing; presenting; non-verbal communication.



Skills: What are the PYP transdisciplinary skills?

- **Self – management skills**
Gross motor skills; fine motor skills;
spatial awareness; organization; time
management; safety; healthy lifestyle;
codes of behaviour; informed choices
- **Research skills**
Formulating questions; observing;
planning; collecting data; recording data;
organizing data; interpreting data;
presenting research findings



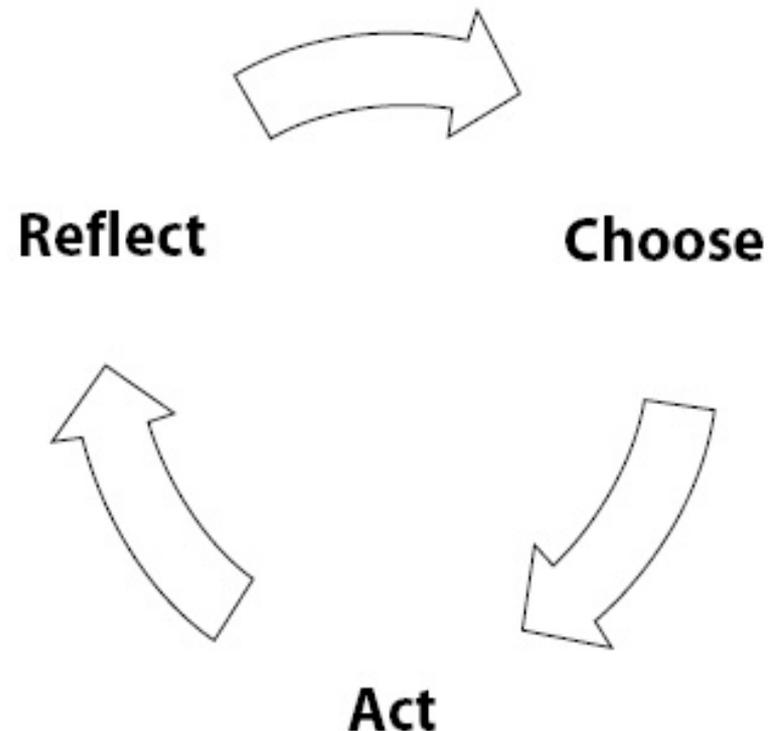
Attitudes: What are the PYP attitudes?

- Appreciation
- Commitment
- Confidence
- Cooperation
- Creativity
- Curiosity
- Empathy
- Enthusiasm
- Independence
- Integrity
- Respect
- Tolerance

Action: How is action defined in the PYP ?

Successful inquiry may lead to action, initiated by the student as a result of the learning process. This action may extend the student's own learning, the learning of others or it may have a wider social impact

It is intended that the student taking action will grow from the experience, and that the process of taking action, or not, will contribute to each student establishing a set of values.



Sample unit of inquiry: Under the transdisciplinary theme 'Sharing the planet'

(for students aged 8-9)

To understand better the central idea that: **“Water is essential to life and is a limited resource for many people”**, we would use the PYP concepts of “function” and “responsibility” to inquire into:

- Sources of water and how water is used
- What happens to water after we have used it
- Distribution and availability of usable water
- Responsibilities regarding water.

To support this inquiry students would develop knowledge and acquire skills derived from science and social studies, in addition to developing transdisciplinary skills such as critical thinking, communication and time management.



Assessment in the PYP

- The prime objective of assessment in the PYP is to provide feedback on the learning process.
- It identifies what students know, understand, can do, and feel at different stages in the learning process.
- Teachers select assessment strategies to support how students learn and perform
- Teachers design assessment instruments to reflect the particular learning outcomes on which they intend to give feedback.
- Students and teachers are actively involved in the assessment process.

The Exhibition

- A showcase of students as inquirers
- A collaborative inquiry that students are interested in, that extends into real world issues
- Application of years of prior learning
- Experience of all five essential elements
- A celebration of their learning

Overview of the PYP

