



Primary Years
Programme



Introduction to the Primary Years Programme

Podar ORT International School

Our Vision and Mission

Our Vision: Podar - ORT International School is committed to high standards in learning and the promotion of international values which enables students to become active and lifelong learners.

Our Mission: To provide opportunities through a stimulating, safe and supportive environment for attaining personal mastery and team spirit by collaborative learning. Students develop not only their knowledge, understanding and skills necessary for success in the 21st century, but also develop strong moral values especially appreciation and respect for different cultures to become proactive and responsible world citizens.

IB 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.

Our Values:

- Learning through inquiry
- Active learners
- International Mindedness
- Create a community based on respect

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WHAT IS INTERNATIONAL MINDEDNESS

The **learner profile** is central to the PYP definition of what it means to be internationally minded and it directs schools should be proud to send out into the world students who exemplify the attributes expressed in this profile.”

-Making The PYP Happen

IB Learner Profile- The IB Mission Statement in Action

- The IB learner profile represents a broad range of human capacities and responsibilities that encompass intellectual, personal, emotional and social growth.
- Developing and demonstrating the attributes of the learner profile provides an important foundation for international-mindedness.
- The learner profile supports students in taking action for positive change.

IB Learner Profile-

The aim of all IB programmes is to develop internationally minded people who, recognizing their common humanity and shared guardianship of the planet, help to create a better and more peaceful world.

As IB learners we strive to be:

INQUIRERS

We nurture our curiosity, developing skills for inquiry and research. We know how to learn independently and with others. We learn with enthusiasm and sustain our love of learning throughout life.

KNOWLEDGEABLE

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

THINKERS

We use critical and creative thinking skills to analyse and take responsible action on complex problems. We exercise initiative in making reasoned, ethical decisions.

COMMUNICATORS

We express ourselves confidently and creatively in more than one language and in many ways. We collaborate effectively, listening carefully to the perspectives of other individuals and groups.

PRINCIPLED

We act with integrity and honesty, with a strong sense of fairness and justice, and with respect for the dignity and rights of people everywhere. We take responsibility for our actions and their consequences.

OPEN-MINDED

We critically appreciate our own cultures and personal histories, as well as the values and traditions of others. We seek and evaluate a range of points of view, and we are willing to grow from the experience.

CARING

We show empathy, compassion and respect. We have a commitment to service, and we act to make a positive difference in the lives of others and in the world around us.

RISK-TAKERS

We approach uncertainty with forethought and determination; we work independently and cooperatively to explore new ideas and innovative strategies. We are resourceful and resilient in the face of challenges and change.

BALANCED

We understand the importance of balancing different aspects of our lives—intellectual, physical, and emotional—to achieve well-being for ourselves and others. We recognize our interdependence with other people and with the world in which we live.

REFLECTIVE

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

The IB learner profile represents 10 attributes valued by IB World Schools. We believe these attributes, and others like them, can help individuals and groups become responsible members of local, national and global communities.

The learner profile—The IB mission statement in action

- The IB learner profile represents a broad range of human capacities and responsibilities that encompass intellectual, personal, emotional and social growth.
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- The learner profile supports students in taking action for positive change



WHAT IS INTERNATIONAL MINDEDNESS

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-Making The PYP Happen

Developing the learner profile attributes

The learner profile supports students in developing international-mindedness and in taking action for positive change. Exercising their agency, students take ownership of their learning, express their ideas and opinions, and reflect on their development of the learner profile attributes.

Students have a range of opportunities to develop, demonstrate and reinforce attributes of the learner profile in the daily life of the learning community. For example, these opportunities arise:

- as part of the school curriculum—through the transdisciplinary units of inquiry and through subject specific investigations
- through interactions in a variety of learning spaces—in the library, music room, makerspace through social interactions—break/recess and lunch, sport and interest groups, after school activities during field trips—museum visits, interschool sports events, camps
- through school events—assemblies, drama productions, sports days
- at home and in the wider community—interactions with family, friends, local businesses, sports clubs, interest groups.

Core Attributes of Effective 21stC Lifelong Learners

Effective Lifelong Learners are:	Effective Lifelong Learners Think:	Effective Lifelong Learners Can:
Flexible and adaptable, creative, optimistic, resilient, systematic, organized, good communicators, technologically literate, open minded, risk takers, empathetic, reflective, metacognitive, self aware, intelligent in many ways	Ethically, critically, logically, analytically, creatively, reflectively about their thinking, about their learning, about themselves, others and the physical world.	Problem-solve, question, cooperate, make decisions, consider possibilities and consequences, identify and use a range of resources, articulate what they know and need to know, research (locate, gather, critique) and communicate in a range of ways.

Primary Years Programme-Framework



PYP at a Glance



The Written Curriculum
The Taught Curriculum
The Assessed Curriculum

Why did we choose the PYP?

PORTIS offers the Primary Years Program of the International Baccalaureate because it puts the student at the center of the learning process, explicitly values the diversity of its student, parent and teacher populations and strives to benefit from its diversity by exploring multiple perspectives and experiences.

The PYP integrates best practices from different national curricula and is in line with current educational research. The PYP aims to offer a balanced program that focuses on acquiring significant knowledge, developing essential skills, understanding meaningful concepts, developing positive attitudes, leading to thoughtful action.

The PYP believes that an inquiry based teaching method, structured in Units of Inquiry with cross curricular links to other subjects areas, is an effective approach to teach the knowledge, skills, concepts and attitudes that we value.

Developmentally appropriate learning

The transdisciplinary themes are cognitively and developmentally appropriate for young learners because they have enduring importance, and children can identify with them. Gardner and Boix Mansilla (1999: 83) maintain that these generative themes are “issues for which answers of various degrees of adequacy have been promulgated over the centuries in diverse cultures. These fundamental questions are articulated by young children, on the one hand, and by seasoned philosophers on the other ...”. The PYP themes are broad in scope and timeless by nature. Yet, when given the opportunity, children can demonstrate their capacity to use their incipient theories and explanatory framework to explore complex themes and to solve problems, as witnessed and documented at Reggio Emilia learning centres (Rinaldi 2006).

Indeed, young children naturally explore their questions through play and discovery (Bruner 1960). As they grow, children’s play, or “early common sense”, gradually evolves to “enlightened common sense” (Gardner and Boix Mansilla 1999: 85). This enlightened knowledge, however, is not a result of greater disciplinary knowledge, but of children’s “potential for reflecting critically on an answer, for drawing on relevant daily experience, for engaging in discussion and dialogue and benefiting from such interchange” with people in their environment (Gardner and Boix Mansilla 1999: 85).

Beane (1995) further suggests that children do not come to school knowing the departmentalization of disciplines because their daily lives are not compartmentalized. Therefore, subject delineation is neither necessary nor natural. Even as subject-specific teachers at PYP schools extend their support for students transitioning to interdisciplinary and disciplinary thinking in the next stage of education in the MYP or other programmes, students will be best served by adopting the habits and methods of a disciplinary thinker within the broader transdisciplinary themes.

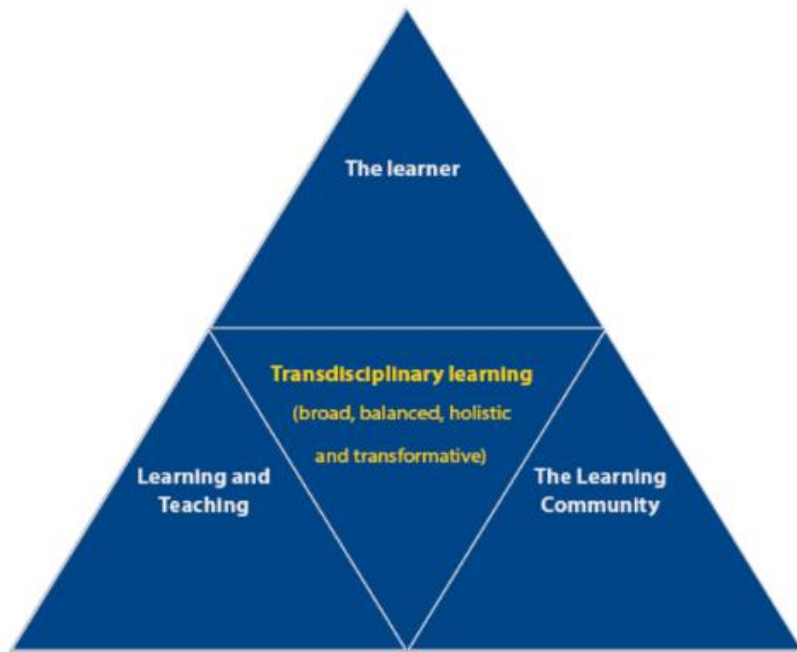
Connecting transdisciplinarity

The PYP framework supports the symbiotic relationship between the **learner, learning and teaching** and the **learning community**. Transdisciplinarity serves as an organizing principle for the written, taught, and assessed curriculum within learning and teaching. The intended output of the PYP framework and curriculum model is an educational experience that is coherent in all its aspects.

The transdisciplinary model aims to move students beyond looking for a “correct” solution towards a model that reflects the changing times (Mishra, Koehler and Henriksen 2011). It encourages the integration of many forms of knowledge and perspectives from all members of the learning community to make sense of a world that has become “too big to know” (Weinberger 2011).

The transdisciplinary model permeates all three pillars of the PYP curriculum framework—the learner, learning and teaching, and the learning community. Together, the PYP framework and elements within it contribute to a learning experience that is transdisciplinary (figure 4).

Figure 4: Transdisciplinary learning and the PYP framework

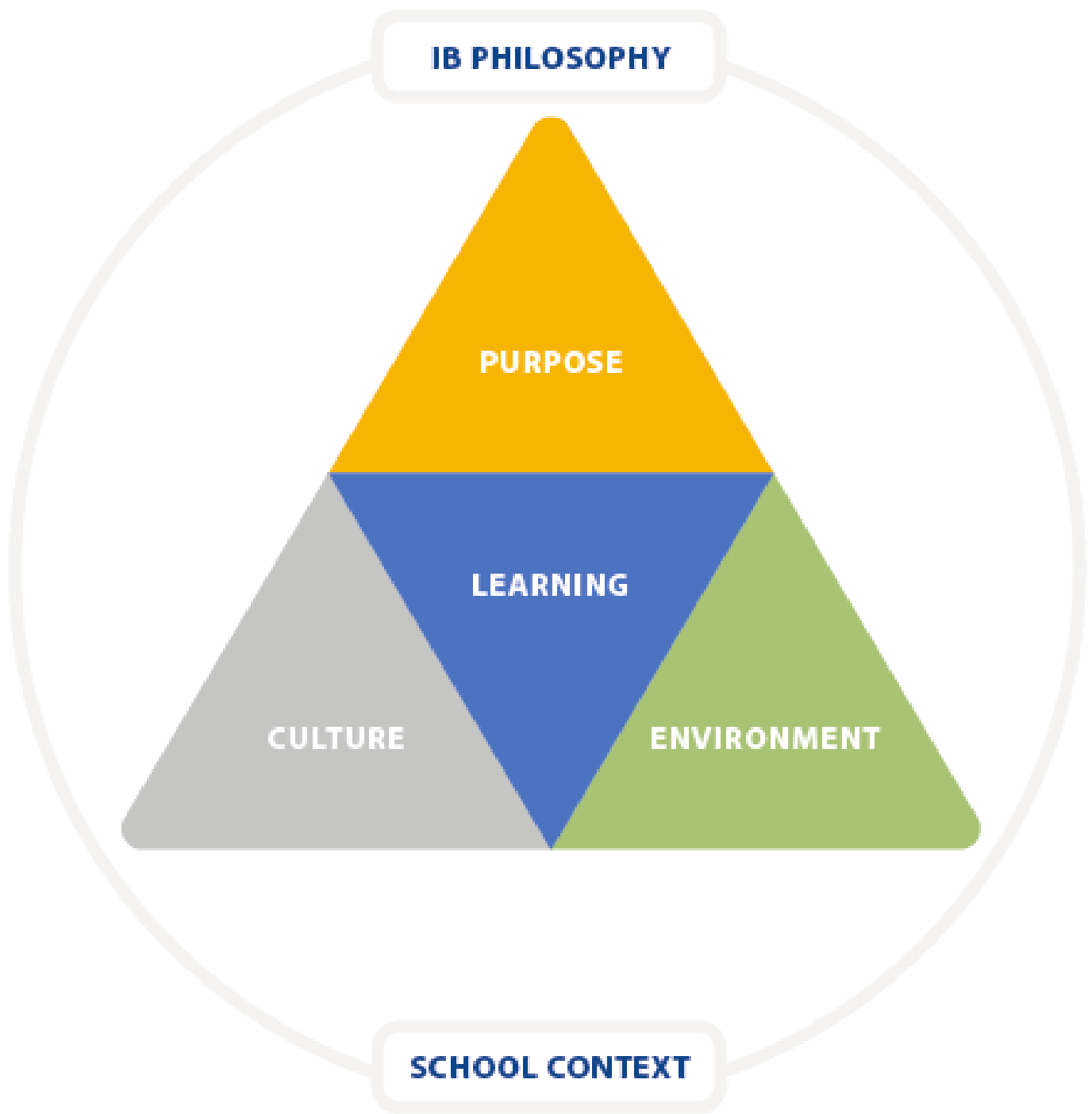


A transdisciplinary education, according to Nicolescu (2006: 14) “allows us to establish links between persons, facts, images, representations, fields of knowledge and action and to discover the Eros [love] of learning during our entire life”.

Organized around transdisciplinary themes of personal and societal significance, explored collaboratively by the students and teachers, and supported by the learning community and rigorous approaches to learning and approaches to teaching, the PYP framework:

- inspires a coherent educational experience that is broad, balanced and holistic
- incorporates the needs and developmental stages of students
- considers the knowledge, conceptual understandings, skills and dispositions students need to engage in a changing world
- embraces the principles of an equitable education.

PYP- Standards and Practices



What are the programme standards and practices?

Programme standards and practices is the foundational set of principles for schools and the IB to ensure quality and fidelity in the implementation of the programmes. This website is part of a suite of documents that is essential for all prospective and authorized IB World Schools. The suite provides critical information for the planning, implementation, development and evaluation of all International Baccalaureate® (IB) programmes.

- The foundation of what it means to be an IB World School is articulated in the *Programme standards and practices website*.
- The process of how schools attain and maintain authorization is articulated in the authorization and evaluation documents.
- The legal stipulations are articulated in the rules and general regulations related to implementing the IB programmes.

All these documents can be found on the [IB public website](#) or the [programme resource centre](#).

The programme standards and practices provide a set of criteria that can be used to evaluate the success of IB World Schools in the implementation of the four programmes: the Primary Years Programme (PYP), the Middle Years Programme (MYP), the Diploma Programme (DP) and the Career-related Programme (CP).

The **standards** are general principles that lie at the heart of being an IB World School, while **practices** are further definitions of the standards that include references to implementation. **Requirements** are more specific and refined measures of implementation, and include programme-specific elements known as **specifications**. The standards and practices, requirements and programme specifications are necessary for the successful implementation of the relevant IB programme.

PURPOSE	ENVIRONMENT	CULTURE	LEARNING
Purpose: Sharing an important mission	Environment: Providing essential structures, systems and resources	Culture: Creating positive school cultures	Learning: Ensuring effective education
Standard: Purpose (0101)	Standard: Leadership and governance (0201) Standard: Student support (0202) Standard: Teacher support (0203)	Standard: Culture through policy implementation (0301)	Standard: Designing a coherent curriculum (0401) Standard: Students as lifelong learners (0402) Standard: Approaches to teaching (0403) Standard: Approaches to assessment (0404)

Purpose (01)

Standard: Purpose (0101)

Schools implement IB programmes to develop inquiring, knowledgeable and caring young people who help to create a better and more peaceful world through intercultural understanding and respect.

Practices

Purpose 1: The governing body and school leaders articulate a purpose for learning that aligns with the IB's philosophy and mission. (0101-01)

Purpose 1.1: The school develops a mission, vision and strategy that reflect the IB mission and philosophy. (0101-01-0100)

Purpose 1.2: The school develops a mission, philosophy and/or strategy that includes a holistic approach to education that goes beyond academic development and encourages awareness beyond the individual and the immediate community. (0101-01-0200)

Purpose 2: The school's pedagogical leadership team embraces educational approaches that encourage students to become active, compassionate life-long learners. (0101-02)

Purpose 2.1: The pedagogical leadership team articulates a shared commitment to the IB's mission and philosophy. (0101-02-0100)

Purpose 3: The school community fosters internationally minded people who embody all attributes of the IB learner profile. (0101-03)

Purpose 3.1: The school ensures that the school community is aware of the IB learner profile and is committed to international-mindedness and its importance in embodying the IB mission. (0101-03-0100)

Environment (02)

Standard: Leadership and governance

The leadership and governance of IB World Schools create and sustain high-quality learning environments. **Practices**

Leadership 1: The school regularly reviews and follows all IB rules, regulations and guidelines to support programme implementation and ongoing development. (0201-01)

Leadership 1.1: The school clearly articulates its governance and/or leadership structure and establishes roles, responsibilities and mandates for ensuring programme implementation and development. (0201-01-0100)

Leadership 1.2: Leadership and governance understand all IB rules, regulations and guidelines, and have put in place structures and processes to ensure compliance. (0201-01-0200)

Leadership 2: The school includes on its pedagogical leadership team an IB-trained programme coordinator who is empowered to facilitate successful programme implementation. (0201-02)

Leadership 2.1: The school appoints a programme coordinator with a job description, release time, necessary support, and an organizational position to facilitate curriculum and programme development. (0201-02-0100)

Leadership 2.2: The programme coordinator completes required professional development that is up to date with the most current version of the programme(s) under their responsibility. (0201-02-0200)

Leadership 3: The school organizes time for learning and teaching that provides a broad, balanced and connected curriculum and serves the changing needs of its community. (0201-03)

Leadership 3.1: The school implements a schedule that allows for the requirements of the programme(s) to be met. (0201-03-0100)

- PYP 1: The school implements a schedule that provides for the development of the required number of transdisciplinary units of inquiry. (0201-03-0111)

Leadership 4: The school implements and reviews systems and processes to improve the operation and sustainability of its IB programme(s). (0201-04)

Leadership 4.1: The school has systems and processes in place to document, share and store curriculum, policies and procedures that safeguard programme implementation. (0201-04-0100)

Leadership 4.2: The school captures and uses data that informs the operation and sustainability of the programmes(s). (0201-04-0200)

Leadership 4.3: The school captures and uses data that informs the quality of the implementation of the programme(s). (0201-04-0300)

Leadership 4.4: The school ensures that students and legal guardians are informed of the general characteristics of relevant programme(s) and how the school implements them. (0201-04-0400)

Leadership 5: The school funds and allocates resources that sustain and further develop its IB programme(s). (0201-05)

Leadership 5.1: The school funds adequate resources to implement the programme(s) and meet programme requirements. (0201-05-0100)

- PYP 1: The school allocates adequate resources to support collaborative planning amongst subject specialists and classroom teachers for transdisciplinary learning. (0201-05-0111)

Standard: Student support (0202)

Learning environments in IB World Schools support student success.

Practices

Student support 1: The school provides relevant human, natural, built and virtual resources to implement its IB programme(s). (0202-01)

Student support 1.1: The school provides adequate resources and facilities in accordance with programme documentation. (0202-01-0100)

Student support 1.2: The school is responsible for its teachers meeting the local and legal requirements for the roles to which they are appointed. (0202-01-0200)

Student support 1.3: The school provides effective learning spaces and learning environments. (0202-01-0300)

Student support 1.4: The school provides technologies that facilitate effective communication with the IB community and ensure access to current resources that support engagement with local, national, international and global contexts. (0202-01-0400)

Student support 1.5: The school uses programme documentation to inform the use and/or design of learning spaces which allow for flexibility and collaboration. (0202-01-0500)

Student support 1.6: The school maintains a functioning and active library consisting of adequate combinations of people, places, collections and services that aid and extend learning and teaching. (0202-01-0600)

Student support 2: The school identifies and provides appropriate learning support. (0202-02)

Student support 2.1: The school implements and reviews systems and processes to identify the needs of students. (0202-02-0100)

Student support 2.2: The school supports the identified needs of students, and evidences this support through planning, policy, and practice. (0202-02-0200)

Student support 2.3: The school provides staff, facilities and resources as outlined in their inclusion policy. (0202-02-0300)

Student support 2.4: The school demonstrates a commitment to make the most effective use of learning spaces and learning environments in ways that meet the needs of all students. (0202-02-0400)

Student support 3: The school fosters the social, emotional, and physical well-being of its students and teachers. (0202-03)

Student support 3.1: The school identifies and allocates spaces and resources to support the social, emotional, and physical well-being of its students and teachers. (0202-03-0100)

Student support 3.2: The school demonstrates in its systems, processes and policies attention to the social, emotional, and physical well-being of its students and teachers. (0202-03-0200)

Student support 3.3: The pedagogical leadership team and teachers support students' social, emotional and physical well-being. (0202-03-0300)

Student support 3.4: The school promotes open communication based on understanding and respect. (0202-03-0400)

Student support 4: The school provides guidance and support that help students succeed in its IB programme(s) and plan for the next stage of their educational and/or career-related experiences. (0202-04)

Student support 4.1: The school implements and reviews systems and processes to provide advice and guidance to students on programme choices, careers and/or additional education opportunities as they move further in their learning. (0202-04-0100)

Student support 5: The school builds relationships with the wider community that are a source of wisdom and expertise to strengthen the implementation of its IB programme(s). (0202-05)

Student support 5.1: The school identifies and uses a variety of human, virtual and physical resources in the wider community that aid and extend student learning. (0202-05-0100)

Student support 5.2: The school provides meaningful opportunities for legal guardians to contribute to the development and support of its programme(s). (0202-05-0200)

Standard: Teacher support (0203)

Learning environments in IB World Schools support and empower teachers.

Practices

Teacher support 1: The school ensures that teachers use current IB resources and regularly review their implementation of the programme. (0203-01)

Teacher support 1.1: The school ensures that all teachers have access to current and relevant IB content. (0203-01-0100)

Teacher support 1.2: The school demonstrates that teachers have used current and relevant programme documentation to implement the programme in their classroom teaching. (0203-01-0200)

Teacher support 2: The school ensures that leadership and teachers participate in appropriate and timely professional learning to inform their practice. (0203-02)

Teacher support 2.1: The school complies with IB-mandated professional development requirements, as outlined in IB documentation. (0203-02-0100)

Teacher support 3: The school provides time and other resources for teachers to collaborate effectively in the implementation of IB programme(s). (0203-03)

Teacher support 3.1: The school allocates dedicated and scheduled and/or timetabled time for teachers' collaborative planning and reflection. (0203-03-0100)

Culture (03)

Standard: Culture through policy implementation (0301)

Schools develop, implement, communicate and review effective policies that help to create a school culture in which IB philosophy can thrive.

Practices

Culture 1: The school secures access to an IB education for the broadest possible range of students. (0301-01)

Culture 1.1: The school implements and reviews an access and/or admissions policy that clearly describes the conditions for participation in the school's programme(s). (0301-01-0100)

Culture 1.2: The school provides relevant support materials, resources and structures to promote access to the school's programme(s) for as many students as reasonable. (0301-01-0200)

Culture 1.3: The school provides opportunities to access the programme(s) for the broadest possible range of students. (0301-01-0300)

- PYP 1: The school articulates and demonstrates the PYP to include all students, regardless of learner variability, unless the school's regulatory environment precludes full enrollment and requires the school offer the relevant national or state/provincial curriculum to certain students. (0301-01-0311)
- PYP 2: The school implements the PYP across all early years and/or primary grade levels offered at the school. (0301-01-0312)

Culture 2: The school implements, communicates and regularly reviews an inclusion policy that creates cultures that support all students to reach their full potential. (0301-02)

Culture 2.1: The school implements and reviews an inclusion policy that meets IB guidelines. (0301-02-0100)

Culture 2.2: The school identifies in its inclusion policy all of its legal requirements and outlines the school's structures and processes for compliance. (0301-02-0200)

Culture 2.3: The school describes in its inclusion policy the rights and responsibilities of all

Culture 3: The school implements, communicates and regularly reviews an academic integrity policy that creates cultures of ethical academic practice. (0301-03)

Culture 3.1: The school implements and reviews an academic integrity policy that makes the school's philosophy clear and is aligned with IB guidelines. (0301-03-0100)

Culture 3.2: The school clearly describes in its academic integrity policy the rights and responsibilities of all members of the school community, what constitutes good practice and misconduct, and the actions that are to be taken if there are transgressions. (0301-03-0200)

Culture 3.3: The school articulates responsibilities for teaching a variety of practices related to academic integrity, and reflects its five fundamentals: honesty, trust, fairness, respect and responsibility. (0301-03-0300)

Culture 3.4: The school ensures that relevant support materials, resources and structures related to the academic integrity policy are implemented. (0301-03-0400)

Culture 3.5: The school monitors and evaluates the impact of the academic integrity policy to ensure that it regularly informs learning and teaching across the curriculum and that school's procedures are transparent, fair and consistent. (0301-03-0500)

Culture 4: The school implements, communicates and regularly reviews a language policy that helps to foster intercultural understanding through communicating in a variety of ways in more than one language (0301-04)

Culture 4.1: The school implements and reviews a language policy that is aligned with IB language policy guidelines. (0301-04-0100)

Culture 4.2: The school describes in its language policy the way that the school recognizes multilingualism as a fact, a right and a resource for learning. (0301-04-0200)

Culture 4.3: The school identifies in its language policy a variety of physical and virtual resources used to facilitate language development. (0301-04-0300)

Culture 4.4: The school clearly describes in its language policy the rights and responsibilities of all members of the school community and what constitutes good practice within the school context. (0301-04-0400)

- PYP 1: The school ensures that students learn a language in addition to the language of instruction (at least from the age of seven). Multilingual programmes, where students are learning in at least two languages, can but are not required to offer additional languages. (0301-04-0411)

Culture 5: The school implements, communicates and regularly reviews an assessment policy or policies to help create a culture of continuous learning and growth. (0301-05)

Culture 5.1: The school implements and reviews an assessment policy that makes the school's philosophy clear and is aligned with the IB philosophy concerning learning and assessment. (0301-05-0100)

Culture 5.2: The school identifies in its assessment policy all necessary local and IB requirements, and outlines how the school is adhering to these requirements. (0301-05-0200)

Culture 5.3: The school describes in its assessment policy the rights and responsibilities of all members of the school community and clearly states what constitutes good assessment practice. (0301-05-0300)

Culture 5.4: The school ensures relevant support materials, resources and processes are implemented for fair and valid assessment. (0301-05-0400)

Culture 5.5: The school describes in its assessment policy the value of assessment for continuous learning and growth. (0301-05-0500)

Culture 6: The school implements, communicates and regularly reviews its IB-mandated policies to ensure they are cohesive and reflect IB philosophy. (0301-06)

Culture 6.1: The school implements processes with consideration of the relationship between its IB-mandated policies. (0301-06-0100)

Culture 6.2: The school documents its IB-mandated policies and communicates them to the school community. (0301-06-0200)

Culture 6.3: The school considers physical and virtual spaces in all of its IB-mandated policies. (0301-06-0300)

Culture 6.4: The school articulates a planned integration of human, natural, built or virtual resources in all of its IB-mandated policies. (0301-06-0400)

Culture 6.5: The school considers the Learner Profile in all of its IB-mandated policies. (0301-06-0500)

Culture 6.6: The school considers international-mindedness in all of its IB-mandated policies. (0301-06-0600)

Culture 6.7: The pedagogical leadership team uses the school's IB-mandated policies in decision-making and curriculum development. (0301-06-0700)

Learning (04)

Standard: Designing a coherent curriculum (0401)

Learning in IB World Schools is based on a coherent curriculum.

Practices

Coherent curriculum 1: The school plans and implements a coherent curriculum that organizes learning and teaching within and across the years of its IB programme(s). (0401-01)

Coherent curriculum 1.1: The school designs its curriculum in accordance with programme documentation. (0401-01-0100)

Coherent curriculum 1.2: The school articulates its curriculum horizontally and vertically. (0401-01-0200)

Coherent curriculum 1.3: The school demonstrates that all applicable IB curriculum frameworks are fully integrated with the requirements for school, local, state or provincial and national education authorities. (0401-01-0300)

Coherent curriculum 1.4: The school provides collaborative planning time for teachers to incorporate IB philosophy into the curriculum. (0401-01-0400)

Coherent curriculum 1.5: The school articulates its schedule and curriculum to make it possible for students to make connections across their learning. (0401-01-0500)

- PYP 1: The school designs a programme of inquiry that consists of six units of inquiry—one for each transdisciplinary theme—at each year or grade level, with the exception of students who are 3-6 years where the requirement is at least four units at each year or grade level, two of which must be under “Who we are” and “How we express ourselves”. (0401-01-0511)
- PYP 2: The school commits to the PYP as the framework for planning, teaching, and learning across the curriculum. (0401-01-0512)
- PYP 3: The school ensures that all subjects are represented within the programme of inquiry at each year or grade level. (0401-01-0513)

Coherent curriculum 1.6: The school demonstrates that the curriculum is influenced by an

Coherent curriculum 2: Teachers collaborate to design, plan and deliver the school's IB programme(s). (0401-02)

Coherent curriculum 2.1: Teachers collaborate to plan and design units that meet programme requirements and are in accordance with programme documentation. (0401-02-0100)

- PYP 1: Teachers use the PYP planner template(s) or otherwise document the way that they use the PYP planning process to collaboratively design, plan and deliver the programme. (0401-02-0111)
- PYP 2: The school demonstrates a commitment to transdisciplinary learning by ensuring that the programme of inquiry is collaboratively designed, planned and facilitated between the classroom teacher and specialist teachers to deliver the subjects included in each unit of inquiry. (0401-02-0112)

Coherent curriculum 2.2: Teachers plan and reflect collaboratively to consider connections and relationships between different areas, and reinforce shared concepts, content and skills. (0401-02-0200)

Coherent curriculum 2.3: Teachers use human, physical and virtual resources to aid and extend their collaboration. (0401-02-0300)

Coherent curriculum 2.4: Teachers use collaborative planning and reflection to address the elements of an IB education.

Coherent curriculum 3: The school develops, regularly reviews and shares its curriculum in ways that explicitly engage the school community. (0401-03)

Coherent curriculum 3.1: The school informs the school community of ongoing developments in the programme(s) and incorporates these into curriculum development. (0401-03-0100)

Coherent curriculum 3.2: The school ensures that all teachers and pedagogical leadership teams have access to relevant communities that support the development of the programme(s). (0401-03-0200)

Coherent curriculum 3.3: The school reviews IB requirements for learning, teaching and assessment, and communicates them to the school community. (0401-03-0300)

Coherent curriculum 3.4: The school regularly reviews required and supporting IB content. (0401-03-0400)

Coherent curriculum 3.5: The school ensures the curriculum is up to date and clearly communicated to the school community. (0401-03-0500)

Standard: Students as lifelong learners

(0402)

Learning in IB schools aims to develop students ready for further education and life beyond the classroom.

Practices

Lifelong learners 1: Students actively develop thinking, research, communication, social and self-management skills. (0402-01)

Lifelong learners 1.1: The school implements and reviews the development of the IB's approaches to learning. (0402-01-0100)

Lifelong learners 1.2: The school implements and reviews processes that actively engage students in their own learning. (0402-01-0200)

Lifelong learners 2: Students demonstrate and reflect on their continued development of the IB learner profile attributes. (0402-02)

Lifelong learners 2.1: Students understand the learner profile and can reflect on it effectively. (0402-02-0100)

Lifelong learners 2.2: Teachers provide students with opportunities in the curriculum to reflect on the growth and demonstration of their learner profile attributes. (0402-02-0200)

Lifelong learners 2.3: Students understand the connections between the IB learner profile and international-mindedness. (0402-02-0300)

Lifelong learners 3: Students identify and foster healthy relationships, an understanding of shared responsibility, and the ability to collaborate effectively. (0402-03)

Lifelong learners 3.1: Students and teachers engage in learning experiences that are designed to include opportunities for students to collaborate. (0402-03-0100)

Lifelong learners 3.2: The school demonstrates that collaboration and effective relationship building are featured explicitly within the curriculum. (0402-03-0200)

Lifelong learners 3.3: Pedagogical leaders provide opportunities for student voice to be represented in the school. (0402-03-0300)

Lifelong learners 4: Students grow in their ability to make informed, reasoned, ethical judgments. (0402-04)

Lifelong learners 4.1: Students and teachers comply with IB academic integrity guidelines. (0402-04-0100)

Lifelong learners 4.2: Students and teachers acknowledge the intellectual property of others when producing work. (0402-04-0200)

Lifelong learners 4.3: The school provides support and guidance for students on acknowledging the work of others, including guidance on citation and referencing. (0402-04-0300)

Lifelong learners 4.4: Teachers discuss with students the significance and importance of producing authentic and original work. (0402-04-0400)

Lifelong learners 5: Students exercise the flexibility, perseverance and confidence they need to bring about positive change in the wider community and beyond. (0402-05)

Lifelong learners 5.1: The school provides opportunities for students to directly apply their learning by taking action. (0402-05-0100)

Lifelong learners 5.2: Students demonstrate a commitment to service with and for the community throughout their learning, in accordance with programme documentation.

Lifelong learners 6: Students take ownership of their learning by setting challenging goals and pursuing personal inquiries. (0402-06)

Lifelong learners 6.1: Students take opportunities to develop personal learning goals. (0402-06-0100)

Lifelong learners 6.2: Students take opportunities to ask questions and pursue personal inquiries and actions. (0402-06-0200)

- PYP 1: Students participate in the exhibition in the final year of the PYP, except in schools that exclusively offer the early years.

Lifelong learners 7: Students pursue opportunities to explore and develop their personal and cultural identities. (0402-07)

Lifelong learners 7.1: The school provides opportunities for students to explore and develop their personal and cultural identities. (0402-07-0100)

Lifelong learners 7.2: The school community affirms individual student identity through learning and teaching. (0402-07-0200)

Lifelong learners 7.3: Students take opportunities to develop their language profiles. (0402-07-0300)

Standard: Approaches to teaching (0403)

IB programmes encourage approaches to teaching that create learning experiences that are shown to be meaningful to the school community.

Practices

Approaches to teaching 1: Teachers use inquiry, action and reflection to develop natural curiosity in students. (0403-01)

Approaches to teaching 1.1: Teachers use inquiry-based teaching strategies and learning engagements. (0403-01-0100)

Approaches to teaching 1.2: The school monitors and evaluates inquiry-based teaching strategies and learning engagements. (0403-01-0200)

Approaches to teaching 1.3: The school provides opportunities for students to actively engage in interactive and exploratory learning environments and/or play in accordance with programme documentation. (0403-01-0300)

Approaches to teaching 1.4: Teachers encourage student choice in appropriate places in the curriculum. (0403-01-0400)

Approaches to teaching 1.5: Teachers facilitate student exploration of their personal interests and ideas. (0403-01-0500)

Approaches to teaching 2: Teachers focus on conceptual understanding to support students in developing their ideas. (0403-02)

Approaches to teaching 2.1: Teachers demonstrate strategies focused on conceptual understanding. (0403-02-0100)

Approaches to teaching 2.2: Teachers plan and facilitate learning experiences through which students can develop their own conceptual understandings. (0403-02-0200)

Approaches to teaching 2.3: Students take opportunities to explore and develop their own conceptual understandings in appropriate places in the curriculum. (0403-02-0300)

Approaches to teaching 3: Teachers use local and global contexts to establish the relevance of the curriculum. (0403-03)

Approaches to teaching 3.1: Teachers ensure that there are clear examples of connections to local and global contexts in the curriculum. (0403-03-0100)

Approaches to teaching 3.2: Teachers encourage students to transfer their conceptual understandings to unfamiliar contexts. (0403-03-0200)

Approaches to teaching 4: Teachers promote effective relationships and purposeful collaboration to create a positive and dynamic learning community. (0403-04)

Approaches to teaching 4.1: Teachers collaborate to ensure a holistic and coherent learning experience for students in accordance with programme documentation. (0403-04-0100)

Approaches to teaching 4.2: Students collaborate with teachers and peers to plan, demonstrate, and assess their own learning. (0403-04-0200)

Approaches to teaching 4.3: The school provides opportunities for students to collaborate based on their strengths and abilities. (0403-04-0300)

- PYP 1: Teachers use flexible grouping of students to maximize learning, ensure student well-being, and provide a variety of opportunities for collaboration.

Approaches to teaching 5: Teachers remove barriers to learning to enable every student to develop, pursue and achieve challenging personal learning goals. (0403-05)

Approaches to teaching 5.1: Teachers consider learner variability when planning students' personal learning goals. (0403-05-0100)

Approaches to teaching 5.2: Teachers integrate prior knowledge into the curriculum to aid and extend learning for all students. (0403-05-0200)

Approaches to teaching 5.3: Teachers use IB-mandated policies to support students. (0403-05-0300)

Approaches to teaching 5.4: Teachers support language development with consideration for the language profiles of students. (0403-05-0400)

Approaches to teaching 5.5: Teachers use multiple technologies to aid and extend learning and teaching.

Standard: Approaches to assessment (0404)

Learning, teaching, and assessment effectively inform and influence one another.

Practices

Approaches to assessment 1: Students and teachers use feedback to improve learning, teaching and assessment. (0404-01)

Approaches to assessment 1.1: Students and teachers use feedback to support stated outcomes and expectations, in accordance with IB philosophy and assessment documentation. (0404-01-0100)

Approaches to assessment 1.2: The school uses specific and constructive school-based reporting to provide students and teachers with information that can be used to improve learning, teaching and assessment. (0404-01-0200)

Approaches to assessment 2: The school uses assessment methods that are varied and fit-for-purpose for the curriculum and stated learning outcomes and objectives. (0404-02)

Approaches to assessment 2.1: Teachers use a variety of assessment methods that are connected to stated learning objectives and outcomes. (0404-02-0100)

- PYP 1: Teachers document and analyse student learning over time to design learning experiences based on data.

Approaches to assessment 2.2: The school demonstrates that assessment practices are formed around conceptual learning. (0404-02-0200)

Approaches to assessment 2.3: The school ensures that from the time of enrollment students and legal guardians are aware of and have access to documentation describing the relevant programme regulations and requirements regarding assessment. (0404-02-0300)

Approaches to assessment 3: The school administers assessment consistently, fairly, inclusively and transparently. (0404-03)

Approaches to assessment 3.1: The school administers assessment in accordance with IB rules, regulations, and/or relevant programme documentation.

Approaches to assessment 3.2: The school regularly reviews and ensures compliance with all access arrangements. (0404-03-0200)

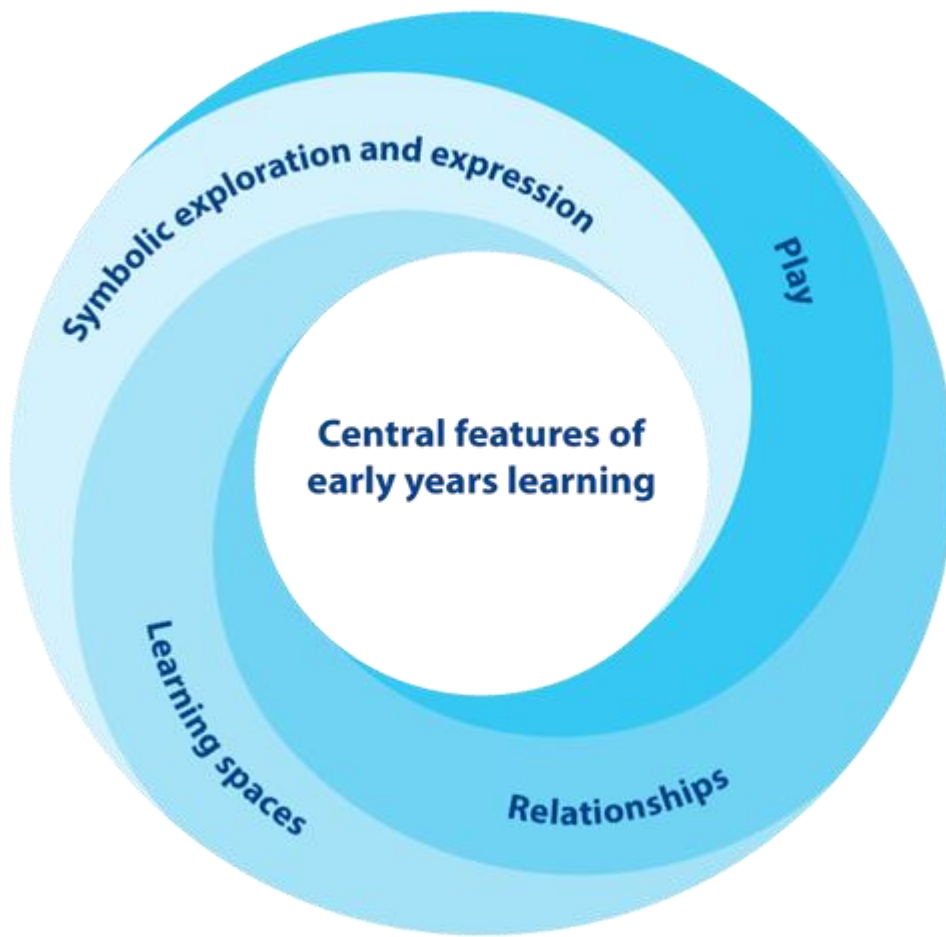
Approaches to assessment 3.3: The school ensures that external reporting and/or predictions are as accurate as possible, and are appropriately designed for the contexts in which they are required.

Approaches to assessment 3.4: The school implements, communicates and regularly reviews consistent and fair systems and processes for reporting student progress and handling appeals or challenges. (0404-03-0400)

Approaches to assessment 3.5: The school monitors and evaluates the delivery of assessments to ensure that they are as seamless as reasonable. (0404-03-0500)

Approaches to assessment 4: Students take opportunities to consolidate their learning through assessment. (0404-04)

Approaches to assessment 4.1: The school provides students with opportunities to consolidate their learning through a variety of assessments.



The PYP learner in the early years (3–6 years old)

- The PYP transdisciplinary framework offers young students authentic opportunities to focus on key developmental abilities.
- The learning community values the early years as a time in which play is the primary driver for inquiry.
- Play involves choice, promotes agency and provides opportunities to inquire into important concepts and personal interests.
- The following features are central to learning in the early years: play, relationships, learning spaces, symbolic exploration and expression.

Learning in the early years

Natural inquirers-

Children are natural inquirers from birth; they have the capacity to learn about, interact with and interpret the world around them. From birth, children possess all kinds of mental abilities uniquely suited to these early phases of learning and development. They are curious and capable learners with a sense of agency, rich in potential, bringing valid skills, preferences and understandings to the educational process.

There is a sustained, complex and dynamic interplay between learning and development that requires a well-considered early years educational experience for young children and their families. By actively facilitating a student's meaning-making, the physical and social environment engages students in rich and developmentally responsive ways.

Central features:

The processes of learning and teaching are crafted to support students' individual and emergent pathways of development.

Teachers support learning by:

- planning uninterrupted time for play
- building strong relationships with students and their families
- creating and maintaining responsive spaces for play
- offering many opportunities for symbolic exploration and expression.

Each of these elements are mutually supportive and are interwoven with the others in both theory and practice.

Play

Young students' development is supported when hands-on learning is combined with student-initiated play. A careful consideration exists between student-initiated play and teacher-initiated experiences. Play provides benefits for cognitive, social, emotional and physical development for students from all socioeconomic, cultural and linguistic backgrounds, and offers authentic opportunities for students to begin their exploration and development of the IB learner profile. Play is highly adaptive, involves choice, promotes agency and provides rigorous opportunities to inquire into important concepts and personal interests. Through play, children actively construct meaning from their interactions with their physical and social worlds. These meanings, models or ideas are revisited and revised in light of new experiences and further learning. In play, children construct, test, confirm or revise these ideas by themselves or with their peers, constantly adapting their personal models of how the world works. Teachers interact with students while observing, monitoring and documenting their learning. During uninterrupted time for play, teachers initiate a range of intentional learning experiences, offering support and feedback when needed.

Teachers in the PYP early years support play through:

- creating and maintaining engaging learning spaces
- scheduling uninterrupted time for play in both indoor and outdoor spaces
- noticing students' emerging thinking processes, interests and theories, and responding in ways that extend learning
- monitoring and documenting students' learning and development during play, and offering appropriate scaffolded learning experiences for individual students and small groups.

What does learning look like in the PYP early years?

Move away from	Move towards
Predetermined time structures and routines	Flexible timeframes and routines that are responsive to the needs of the students
Pedagogy that centres around instructional processes for students and is teacher-led	Play that is co-constructed between students and teachers
Repeated large-group experiences as the basis for all learning	Whole-group experiences at pertinent learning moments
Literacy and numeracy experiences that develop set skills through memorization and worksheets	Literacy and numeracy experiences that develop a wide range of playful, inquiry-based explorations into symbolic and representational learning
Development of self-regulation supported through praise and punishment	Development of self-regulation through play, modelling behaviours, language, group games, and music and movement
Units of inquiry comprising pre-determined learning engagements on concepts that are precursors to later learning	Units of inquiry that are iterative and flexible, centring on concepts of significance in the lives of young students
Learning spaces that promote dependence on others: where materials are stored, controlled and accessed by teachers for student	Learning spaces that promote high levels of independence, offering students opportunities to access materials and manage learning
Learning spaces where play is timetabled at specific times for specific purposes	Learning spaces where play and choice are central features of everyday learning
Learning spaces where learning experiences are restricted and timetabled	Flexible learning spaces that provide for many different learning experiences at all times
Learning spaces where students are asked to engage with particular learning tasks at particular times	Learning spaces where students have sustained time to select their learning experiences based on interests and social connections
Assessment that measures pre-determined sets of skills against developmental norms for grouping/ ranking purposes	Assessment that monitors and documents students' learning against individual developmental milestones and celebrates achievements at times that are pertinent to individuals
Measuring learning solely by tracking the progress of the group against learning goals	Responding to the individual learning and development journey as well as valuing and recording the learning of the whole group

Elements of the PYP Framework

Exploring the elements

Effective teaching, Albright (2016: 532) believes, “is implicitly transdisciplinary”, and, by design, multiple elements of the PYP bring to life transdisciplinary learning and teaching. These elements provide the foundation for students to develop transdisciplinary thinking, to explore real-life issues and to effect change. They support the development of “internationally minded people who recognize their common humanity and shared guardianship of the planet” (IBO 2017: 2).

Figure 5: The transdisciplinary elements of the PYP



Connecting learning and teaching

How does the PYP work?

By design, PYP inquiry and concept-based learning align neatly with, and contribute to, the transdisciplinary model. Supported by the subject scope and sequence guidance and the key programme elements, the transdisciplinary themes provide the means for students and members of the learning community to engage in genuine dialogues. Emerging through the inquiry process, these dialogues bridge subject knowledge and individual and collective experiences to articulate new visions and solutions for a more peaceful world. Specifically, students and teachers engage with:



The programme of inquiry—the structure that articulates loosely what, when and how to explore the transdisciplinary themes from 3–12 years

Key concepts that have relevance across, between and beyond the subjects and that connect a wide ranging knowledge to arrive at conceptual understandings

The approaches to learning and **approaches to teaching** that are crucial for exploring subject knowledge in context with the transdisciplinary themes

The opportunities to reflect and take action to enhance individual and collective understanding and learning or to address local and/or global challenges.

(i) Learning through the transdisciplinary themes

The transdisciplinary themes mark the starting point of student inquiries. It is within the context of each theme that students explore related central ideas and assimilate knowledge. These themes engage the learning community in rich dialogues and ongoing collaboration to build an understanding of themselves, their wider community and the world. Designed to have enduring value regardless of the geography or background of IB World Schools and students, the six themes provide guidance for what students will inquire into. They:

- encapsulate our shared commonalities
- indicate the complexity and the connectedness of the human condition globally
- invite students to engage in dialogues about real issues in the world
- allow for authentic embeddedness of subject areas
- contribute to the uniqueness of the PYP

Who We Are

An inquiry into the nature of the self; beliefs and values; personal, 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 Time and Place

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

How We Express Ourselves

An 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

An 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 Organise Ourselves

An 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.

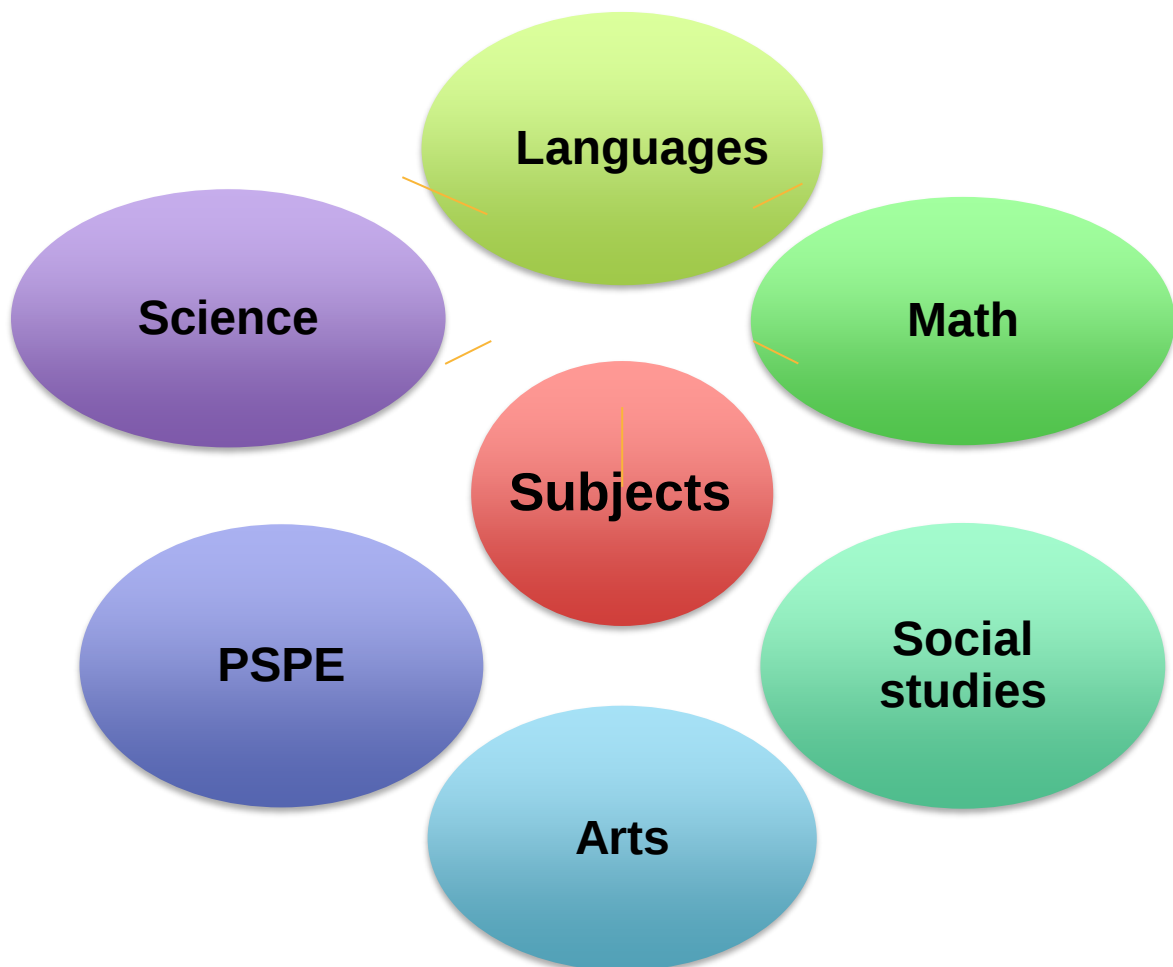
Sharing the Planet

An inquiry into rights and responsibilities in the struggle to share finite resources with other people and with other living things; communities and the relationships within and between them; access to equal opportunities; peace and conflict resolution

Integrating subjects in the curriculum

Supporting the exploration of the transdisciplinary themes in context are six subject knowledge areas: language; mathematics; science; social studies; arts; physical, social and personal education. Each subject has its place in transdisciplinary learning because transdisciplinarity is as much about the liberal arts, cultural symbolisms and the social and natural sciences (Macdonald 2000). However, subject knowledge is not an end. Rather, it is a means to illuminate larger, more integrative ends (Boyer 1995).

The transdisciplinary theme and central idea of a unit under investigation contextualize subject knowledge in the inquiry process. While the scope and sequence guidance provides a roadmap for subject-specific knowledge, teachers sequence subject knowledge based on its relevance to the theme or central idea under investigation. Fostering transdisciplinary understanding requires that teachers consider subjects in relational terms to each other—and to the theme—as opposed to in isolationist or oppositional terms (Giri 2002). Specifically, transdisciplinary thinking requires that all specialists begin as a generalist so that the whole is more than the sum of its parts. The role of the teachers—classroom or specialist—is to support the creative reimagining of the subjects and to identify possibilities for combining them (Bernstein 2015) in context of the transdisciplinary themes



(ii) Key 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 way of behaving that can be investigated.

Causation- Why is it like this?

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.

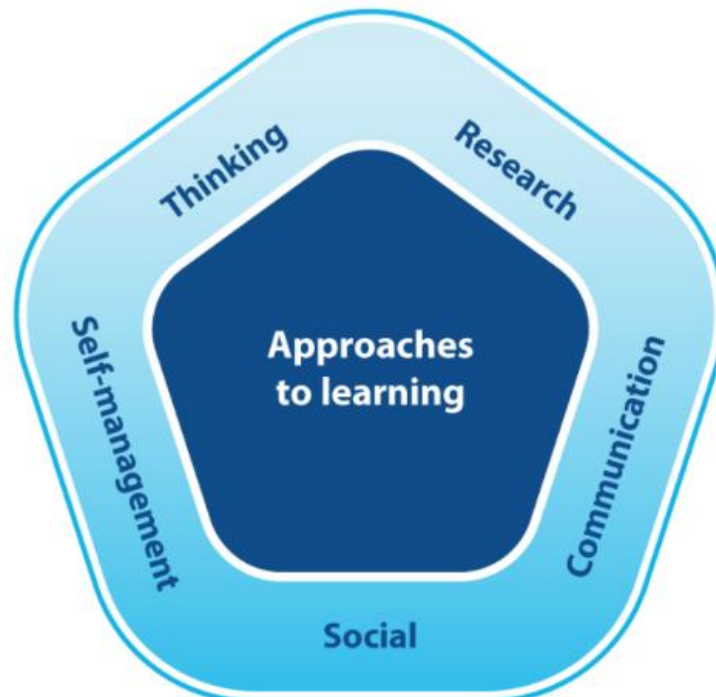
Perspective- What are the points of view?

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.

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.

(iii) Approaches to Learning- Skills

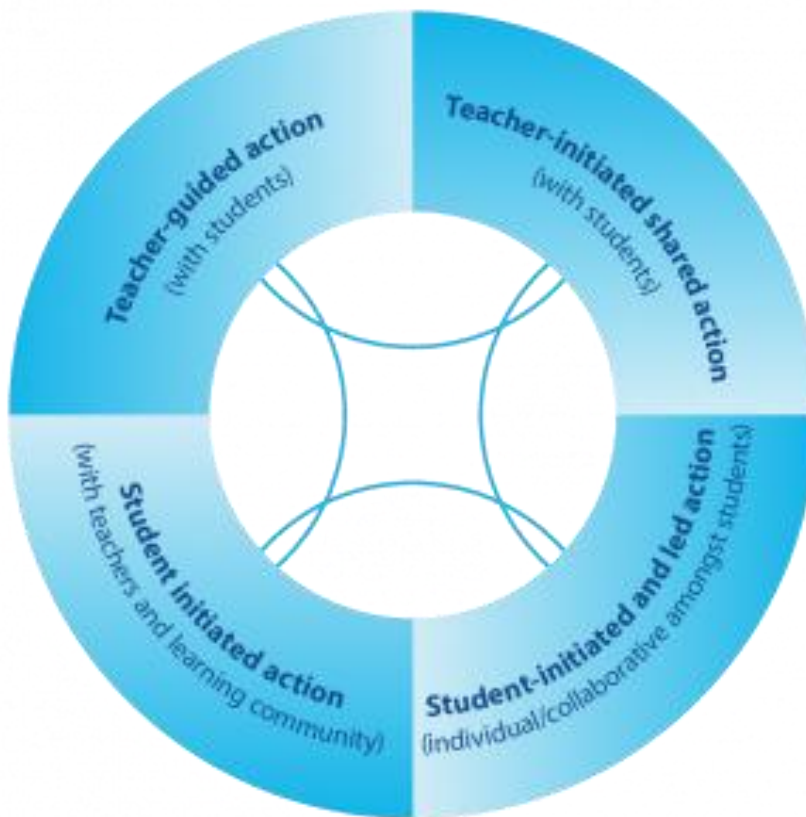


	THINKING SKILLS	• Acquisition of knowledge • Comprehension • Application • Analysis • Evaluation • Dialectical thought • Metacognition
	SOCIAL SKILLS	• Accepting responsibility • Group decision-making • Adopting a variety of group roles • Respecting others • Cooperating • Resolving conflict
	COMMUNICATION SKILLS	• Listening • Speaking • Reading • Writing • Viewing • Presenting • Non-verbal communication
	SELF-MANAGEMENT SKILLS	• Gross Motor skills • Fine motor skills • Spatial awareness • Organisation • Time management • Safety • Healthy Lifestyle • Codes of behavior • Informed choices
	RESEARCH SKILLS	• Formulating questions • Observing • Planning • Collecting data • Recording data • Organising data • Interpreting data • Presenting research findings

(iv) Taking Action

- Action is connected to agency, the learner profile and international-mindedness.
- Action is student-initiated and can be individual and collective.
- Action is authentic, meaningful and mindful.
- Action can happen at any time; it can be short or long term, revisited or ongoing.
- Action is supported by the learning community.
- Demonstrations of action include participation, advocacy, social justice, social entrepreneurship, or lifestyle choices.

Teacher-guided action (with students)	Teacher-initiated shared action (with students)	Student-initiated and led action (individual/collaborative amongst students)	Student-initiated shared action (with teachers and learning community)
Teacher-guided decision making	Shared decision making	Collaborative shared decision making	Collaborative shared decisionmaking with students, teachers and the learning community
Teacher-guided participation (students as consulted and informed participants)	Teacher-facilitated participation (students as active and reflective participants)	Student-facilitated participation (students as active, curious and reflective participants)	Student-facilitated participation involving students, teachers and the learning community (students as co-constructors of appropriate action)
Teacher and student planned action carried out by teachers and students	Teacher and student designed and planned action carried out collaboratively	Student- designed, - researched and - planned action carried out individually and collectively	Student-driven informed, intentional and sustainable action for personal and collective positive change (students as active and capable agents of change)
Teacher-guided action with consultation, student involvement and shared intentions	Teacher-facilitated action for positive change and to make a difference	Student-driven informed action for personal and collective positive change	Transformative action to make a difference and to improve conditions

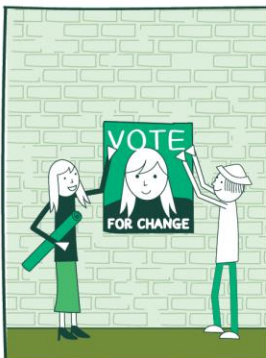


Examples of types of action

PARTICIPATION contributing as individual or group



ADVOCACY action to support social / environmental / political change



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



SOCIAL ENTREPRENEURSHIP innovative, resourceful and sustainable social change



LIFESTYLE CHOICES eg. consumption, impact of choices



ACTION

2

Inquiry in the PYP

How does inquiry based learning work?

Inquiry interpreted in its broadest sense, is the process initiated by the students or the teacher that moves the students from their current level of understanding to a new and deeper level of understanding. This can mean:

- Exploring, wondering and questioning
- Experimenting and playing with possibilities
- Making connections between previous learning and current learning
- Making predictions and acting purposefully to see what happens
- Collecting data and reporting findings
- Clarifying existing ideas and reappraising perceptions of events
- Deepening understanding through the application of a concept
- Making and testing theories
- Researching and seeking information
- Taking and defending a position
- Solving problems in a variety of ways

(Making the PYP Happen 2009)

- Play, problem-based learning, collaboration, experimentation, and explicit teaching all have a place within well-considered inquiry-based learning experiences.
- Inquiry is purposeful and authentic.
- The inquiry process builds capacity through student agency where voice, choice and ownership feature strongly



Approaches to Teaching



The inquiry process Connecting passion with intention, the inquiry process builds capacity through student agency where voice, choice and ownership feature strongly. PYP teachers and students collaborate to plan for inquiry through a wide range of strategies, tools and practices that suit learning goals, reflect the learner profile, respond to students' interests and understandings, and the school's culture and context. Through the inquiry process, students move from current understandings to new and deeper understandings. This process involves:

- exploring, wondering and questioning
- experimenting and playing with possibilities
- making connections between previous learning and current learning Inquiry
- Learning and teaching
- making predictions and acting purposefully to see what happens
- collecting data and reporting findings
- clarifying existing ideas and reappraising perceptions of events
- applying concepts to deepen conceptual understandings
- researching and seeking information
- establishing and testing theories
- solving problems in a variety of ways
- taking and defending a position.

Kath Murdoch's Inquiry Cycle



What does inquiry learning look like?

Move from	Move towards
Time	
A timetabled methodology for specific lessons/activities at specific times.	A rigorous process of continuous learning through inquiry.
Fixed time frames and prescribed inquiry stages.	Open-ended time frames and flexible processes for inquiry.
Facilitation	
Adherence to one style of inquiry as a recipe for learning.	Conscious decisions regarding guided and open student-initiated inquiry as it fits the purpose of learning.
Linear process of inquiry, reflection then action.	Inquiry as an ongoing, iterative process of asking, thinking and doing.
Skills taught in isolation of the programme of inquiry.	Development of skills are considered in authentic contexts within the units of inquiry.
Teaching as moving students through lists of activities with pre-determined timelines and learning goals.	Inquiry as multi-layered process of investigation and research balancing planned learning experiences with emergent avenues for exploration.
Use of concepts and questions to find pre-determined answers.	Use of concepts and questions as a means to construct new understandings.
Assessment as a final phase of learning.	Assessment as an ongoing, varied and integral process to inform teaching and next steps in the inquiry.
Student action planned by the teachers at the start of an inquiry	Responsible student-initiated action, emerging throughout inquiry
Collaboration	
An individualized, isolated learning experience.	A collaborative, co-constructed experience.
Students as recipients of teaching.	Students as active partners in constructing meaning.
Fixed ability groups for subjects and programme of inquiry	Planning for grouping and regrouping throughout learning experiences.
Teachers work individually to support the unit of inquiry	Teachers continuously collaborate to support the unit of inquiry.

What does inquiry look like?

Exploring, wondering
and questioning

Experimenting
and playing
with
possibilities

Making predictions and
acting purposefully to see
what happens

Clarify existing ideas &
reappraising
perception of events

Researching &
seeking
information

Making and testing theories

Taking a defending
position

Solving problems in a
variety of ways

PREDICT

- Make a Guess
- What Will Happen Next?

Collecting data
and report
findings

Deepening
understanding
through the
application of a
concept

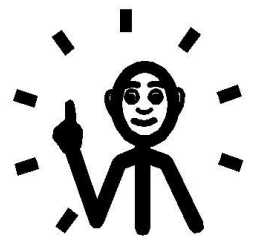


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Model inquiry and continually inquire into their teaching practices and learning processes of students as a source of professional development	Support thinking and metacognition (thinking about thinking) with prompts and tools	Implement hands-on learning, recognizing that a child's hands, eyes and ears are infinite sources of discovery	Scaffold connected opportunities for the development of skills	Create flexible and engaging learning spaces that promote independence and collaboration	Provide time for learners to wonder, explore, build and revise theories, engage in research and reflect on learning
Value students as capable inquirers	Are open-minded about the process of inquiry, using conceptual understandings to anchor sustained investigations	Inquiry teachers		Extend learning with open-ended questions or problems	Use prior knowledge as launching point for new learning
Engage curiosity through meaningful learning engagements to launch and re-launch conceptual investigations	Use real world contexts and primary experiences as significant activators of learning			Personalise learning by employing a range of strategies and flexible groupings	Understand the importance of collaborative learning and value the contributions of both individuals and groups
Reserve whole-class experiences for meaningful instructional, collaborative and reflective moments	Support students to make deliberate connections within and between subjects	Consider materials, fieldtrips, learning engagements as stimuli for inquiry	Generate routines, questions, strategies and systems that can be transferred across a range of contexts	Monitor and document learning providing meaningful feedback throughout	Measure the products of learning against established success criteria

Are curious and engage in learning	Are resourceful and resilient	Learn independently and collaborate with others	Pose and pursue open-ended questions	Use the learning community as a resource	Reflect on learning
Select materials to support investigations	Collect and analyse data as a result of inquiry questions	Inquiry students		Use observation as a vital tool in learning	Build, communicate, test, and adapt theories
Engage in critical and creative thinking	Develop skills for inquiry and research			Consider opportunities to develop learner profile attributes	Make deliberate links between knowledge discovered and conceptual understandings
Transfer understandings across contexts and subjects	Represent and share understandings in meaningful and significant ways	Seek new perspectives	Take action	See learning as joyful and learn with enthusiasm	Sustain love for lifelong learning.

The learning community and inquiry



As inquiries in the PYP are based on human commonalities that have relevance to everyone in the learning community and beyond, members of the wider community also play a meaningful role in the inquiry process.

There are multiple ways they can support student inquiries:

- serve as experts in a unit of inquiry
- serve as mentors in inquiries, such as the exhibition
- provide opportunities for students to take action through their organizations.

Family members can further support student inquiry by:

- talking about the inquiry being explored in class
- talking about the value of the inquiry process as well as learning goals
- encouraging interest and curiosity with learning activities at home
- encouraging and modelling communication skills
- browsing online content to support children in developing research skills
- encouraging children to share their inquiries with extended families or friends
- conducting open inquiries or building projects together

Concepts and conceptual understanding

- Concept-based inquiry is a powerful vehicle for learning that promotes meaning and understanding, and challenges students to engage with significant ideas.
- Concepts are powerful, broad and abstract organizing ideas that may be transdisciplinary or subject-based.
- Concepts help to build understandings across, between and beyond subjects.
- Key concepts provide a lens for conceptual understandings within a transdisciplinary unit of inquiry; related concepts provide a lens for conceptual understandings within a specific subject.

A concept-driven curriculum

Concept-based inquiry is a powerful vehicle for learning that promotes meaning and understanding, and challenges students to engage with significant ideas. This is central to the Primary Years Programme (PYP) philosophy. Purposeful inquiry is supported by a concept-driven curriculum (Wiggins, McTighe 2005).

A concept-driven curriculum is the means through which students develop their conceptual understandings. Students co-construct beliefs and mental models about how the world works based on their experiences and prior learning. They integrate new knowledge with their existing knowledge and apply these understandings in a variety of new contexts. They learn to recognize patterns and see the connections between discrete examples to strengthen conceptual understandings.

Concepts

A concept is a “big idea”—a principle or notion that is enduring and is not constrained by a particular origin, subject matter or place in time (Erickson 2008). Concepts represent ideas that are broad, abstract, timeless and universal.

Concepts add depth and rigour in student thinking to the traditional “two-dimensional” curriculum consisting of facts and skills. Concepts place no limits on breadth of knowledge or on depth of understanding, and therefore are accessible to every student.

Concepts help to:

- explore the essence of a subject
- add coherence to the curriculum
- deepen disciplinary understanding
- build the capacity to engage with complex ideas
- build understandings across, between and beyond subjects
- integrate and transfer learning to new contexts.

Concepts are powerful, broad and abstract organizing ideas that may be transdisciplinary or subject-based. They represent the vehicle for students’ inquiry into the opportunities and challenges of local and global significance. Concepts are concise; they are usually represented by one or two words.

Differentiating concept- and fact-based learning

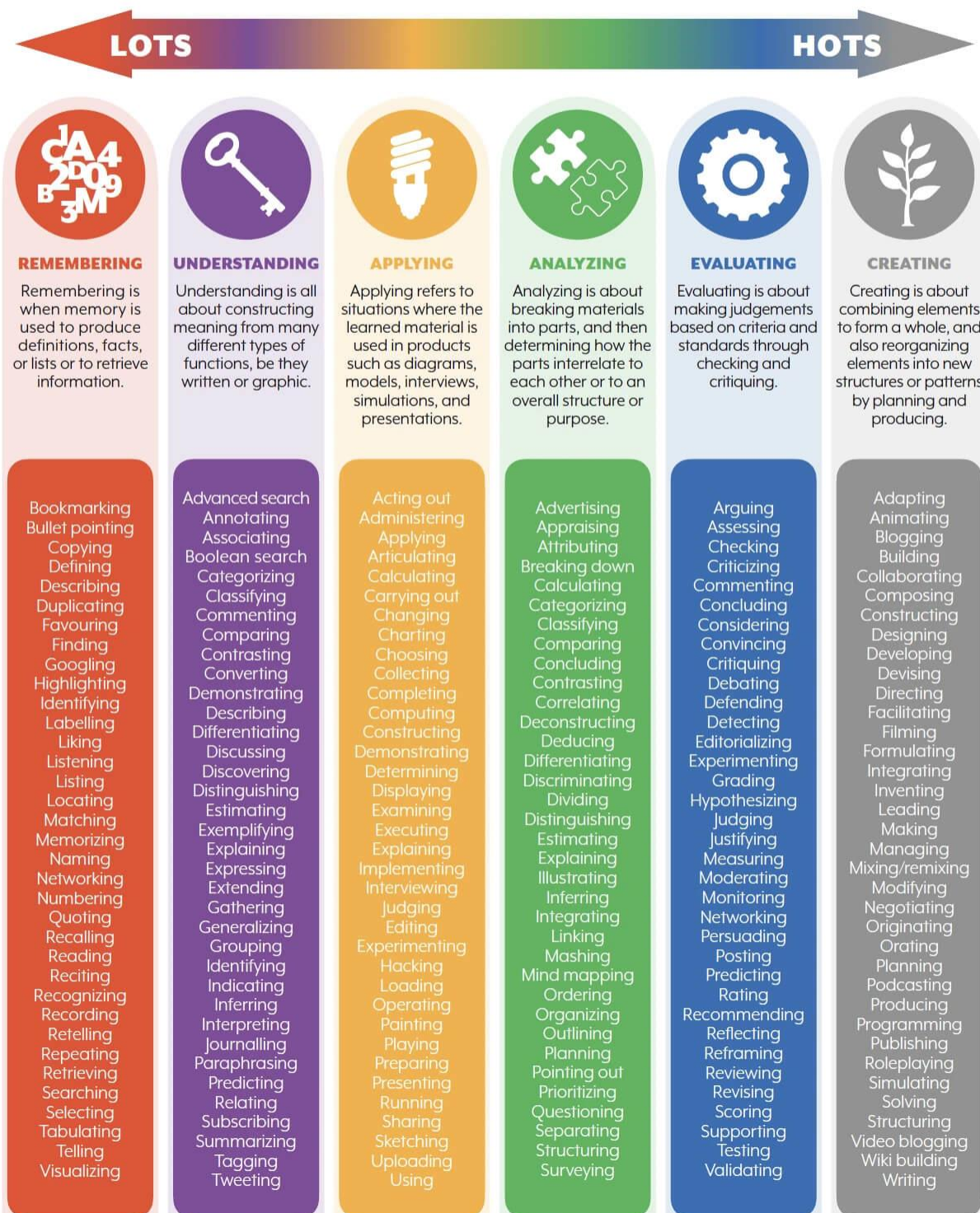
Concept-based learning moves beyond facts and leads to breadth and depth of understanding. Exploring concepts distinctly differs from exploring facts in the following ways.

Facts	Concepts
• Knowledge-based • Content-driven • Skills-related • Supported by evidence • Frequently topical • Encourage recall and comprehension	• Open-ended • Enable exploration of big ideas • Highlight opportunities to compare and contrast • Explore contradictions • Lead to deeper disciplinary and transdisciplinary understandings • Promote transfer to familiar or less familiar situations, issues, ideas and contexts • Encourage analysis and application

BLOOM'S DIGITAL TAXONOMY VERBS

Bloom's Digital Taxonomy is about using technology and digital tools to facilitate learning. This kind of student engagement is defined with power verbs that can be used for everything from lesson planning and rubric making, to doing curriculum mapping and more.

You can use these verbs which cover the span of the taxonomy from LOTS (lower-order thinking skills) to HOTS (higher-order thinking skills). It begins with *Remembering* and ends with *Creating*. Listed beneath are the power verbs that apply to each stage.



Learner in PYP

The learner: describes the outcomes for individual students and the outcomes they seek for themselves (what is learning?)

Learning and teaching: articulates the distinctive features of learning and teaching (how best to support learners?)

The learning community: emphasizes the importance of the social outcomes of learning and the role that IB communities play in achieving these outcomes (who facilitates learning and teaching?)



PYP- A Transdisciplinary Framework

The PYP curriculum framework centres on transdisciplinary learning as the curriculum organizer for students to experience learning between, across and beyond traditional subject boundaries. It is an in- depth guide to authentic inquiry-based learning and teaching that is engaging, significant, challenging and relevant.

The curriculum framework reflects a combination of wide-ranging research, educational thought leadership and experiences derived from IB World Schools. This resource presents all aspects of learning and teaching through illustrations of theories and quality practices along with teacher support materials developed collaboratively with our global learning community. It also connects to *Programme standards and practices* (PSP) to support quality implementation in PYP schools.

The PYP curriculum framework and the PSP framework

PYP schools strive towards deeper implementation of transdisciplinary learning in their curriculums and communities by committing to a foundational set of principles found in *Programme standards and practices*. These foundational principles ensure quality and fidelity in the implementation of all IB programmes at IB World Schools.

The PYP curriculum framework and the PSP framework work in conjunction to provide schools with the guidance needed to meet the quality standard of a PYP programme, and to encourage schools to develop and improve programmes that fit their contexts and educational aims. As schools use the PYP curriculum framework to organize their curriculums and communities, they can use the PSP framework to develop the environment, culture, policies and processes that support effective practice and exemplify the IB mission.

The learner

The PYP curriculum framework begins with the premise that PYP students are agents of their own learning and partners in the learning process. They have innate potential to inquire, question, wonder and theorize about themselves, others, and the world around them. When learning communities recognize children's emergent identities and competencies, they create an educational context that values children both for who they are in the present and who they will become in the future.

This understanding of how students learn is foundational to the inquiry-based and concept-driven transdisciplinary model of learning and teaching. Through engaging with the programme of inquiry and reflecting on their learning, PYP students develop knowledge, conceptual understandings, skills and the attributes of the IB Learner profile to make a difference in their own lives, their communities, and beyond. They demonstrate the agility and imagination to respond to new and unexpected challenges and opportunities and to take actions for a better and more peaceful world.

Learning and teaching

Learning and teaching in the PYP curriculum framework is simultaneously an articulation of what is worth knowing, the theory and supporting practice, and an interpretation of the PYP in action. It reflects the dynamic interplay between how students learn best, what has been learned, and what are the next steps in learning.

Informed by constructivist and social-constructivist learning theories, the emphasis on collaborative inquiry and integrative learning honours the curiosity, voice, and contribution of the students, for whom the curriculum is intended. The approaches to learning and approaches to teaching articulated in *What is an IB education?* play a crucial role in the inquiries into the six transdisciplinary themes aimed at promoting understandings about human commonalities of local, national and global significance. Using these approaches, students draw knowledge from subjects, enduring concepts, and skills to actively connect prior and new experiences to broaden their understandings about the world. The intentional integration of language and technology and the design of the learning environment invite and promote collaboration throughout the inquiry process. These serve as a resource to access learning, and a tool or platform to connect, communicate and share learning.

Underpinned by a culture of collaboration and assessment capability, learning and teaching demonstrate a commitment to the common goal of supporting and reflecting on a transdisciplinary learning experience and improving student outcomes. Working together, collaboration and assessment capability provide valuable feedback to students on where they are in their learning journey to inform the next steps in learning.

The learning community

The PYP learning community brings to life learning and teaching practices that support students in pursuit of a significant, relevant, engaging and challenging learning experience. Members of the learning community form the bridge that connects learning and teaching. The PYP learning community includes classrooms and schools, extending to the whole IB community and to the world as the broadest context for learning. It is inclusive of everyone involved in the life of the school: students and their families, school faculty and staff members, and other significant adults in students' lives. This reflects the IB's belief that educational outcomes are shaped by strong relationships amongst members of the learning community.

The inherent flexibility in the PYP acknowledges that everyone in the learning community has agency to influence and to transform learning. Agency encourages all members of IB World Schools to consider the key roles they have in learning and teaching, and how these key roles inform the choices made and the actions taken. The impact of agency on students and the wider community in becoming internationally- minded is also important to consider.

School leaders, teachers, students and parents/caregivers contribute to and enrich the learning experience by designing, implementing and supporting a transdisciplinary curriculum that is meaningful to their local context and their collective goals. Collaborative partnerships recognize what each member independently and collectively brings to the learning community. Members are encouraged to see themselves as leaders and contributors to building an inclusive culture that supports a shared vision and mission, beliefs and values. Together, all stakeholders of a learning community sustain a positive school culture by committing to continuous school improvement, well-being and a safe and engaging environment that nurtures resilient, optimistic and lifelong learners.

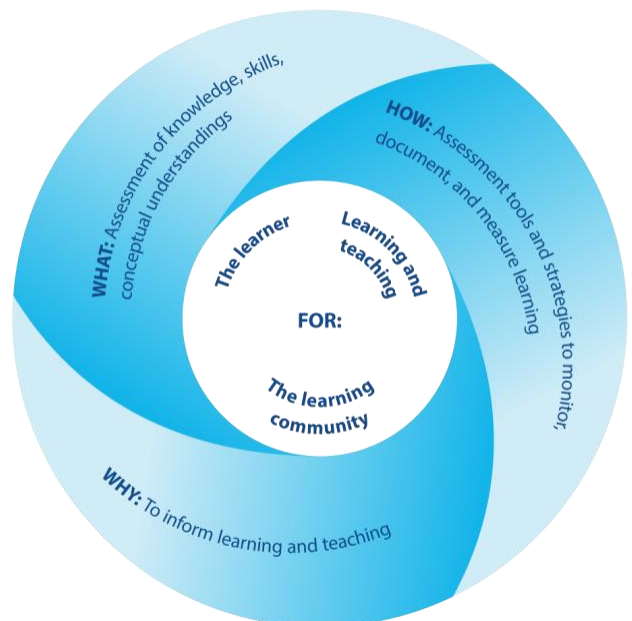
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Assessment in the Primary Years Programme

Assessment is an ongoing process of gathering, analyzing, reflecting and acting on evidence of student learning to inform teaching.

- Assessment involves teachers and students collaborating to monitor, document, measure, report and adjust learning.
- Students actively engage in assessing and reflecting on their learning, acting on feedback from peers and teachers to feed forward to next steps in learning.
- Fostering an assessment culture involves the development of assessment capability among all members of the learning community.
- Learning goals and success criteria are co-constructed and clearly communicated
- Both learning outcomes and the learning process are assessed.
- Assessment design is both backward and forward looking.

The PYP approach to assessment gives the students a vital role in the assessment process and engages the teachers in considering assessment as fit for purpose. Effective PYP assessment practice holistically integrates assessment for, of and as learning (Harlen, Johnson 2014) to support effective learning and teaching.



	Prior Knowledge	Formative	Summative
When	Before beginning a concept/unit.	Before or during instruction	End of instruction
Purpose	Enables the teacher to know where each individual student is at, in relation to this unit/concept. Feeds into differentiation	Guide the teacher in planning and improving instruction; help students improve learning.	Let teachers and students know the level of accomplishment attained.

Figure AS07: The three assessment practices

	Assessment for learning	Assessment of learning	Assessment as learning (Clark 2012; Earl 2012)
Purpose	Also known as formative assessment. Its goal is to inform teaching and promote learning.	Also known as summative assessment. Its goal is to certify and to report on learning progress.	As part of the formative process, its goal is to support students in learning how to become a self-regulated lifelong learner.
Timing	It is conducted throughout the learning process. It is iterative and interactive.	It is typically conducted at the end of a unit, year level or developmental stage, or programme.	It is conducted throughout the learning process. It is iterative and interactive.
Features	Student involvement Quantitative and qualitative data Written and oral artifacts Observations and feedback Questionnaires Teacher/student dialogues/conferences Context-based Informal Indication of process Indication of knowledge/skill application	Limited student involvement Quantitative data Tests, exams, standardized tests Indication of skills and knowledge acquisition or mastery Based on teacher judgment Norm- or criteria-referenced	Students are active agents in their own learning by developing and using meta-cognitive strategies to: • plan learning goals • monitor goals • reflect in order to modify learning and to adjust learning.

Characteristics of effective assessment

Highly effective assessment shares some key characteristics (Adapted from Clarke 2012).

- **Authentic:** It supports making connections to the real world to promote student engagement.
- **Clear and specific:** This includes desired learning goals, success criteria and the process students use to learn.
- **Varied:** It uses a wider range of tools and strategies that are fit for purpose in order to build a well- rounded picture of student learning.
- **Developmental:** It focuses on an individual student's progress rather than their performance in relation to others.
- **Collaborative:** It engages both teachers and students in the assessment development and evaluation process.
- **Interactive:** Assessment encompasses ongoing and iterative dialogues about learning.
- **Feedback to feedforward:** It provides feedback on current learning to inform what is needed to support future learning (Hattie, Timperley 2007) and raises students' motivation.

Purpose of assessment The purpose of assessment is to inform learning and teaching. It involves the gathering and analysis of information about student learning to inform teaching practice. It identifies what students know, understand and can do at different stages in the learning process. Effective assessment that achieves this purpose provides valuable information to understand what constitutes learning and how to support it, and is meaningful to all members of the learning community. Students become effective, self-regulated learners when they are actively engaged in assessment and act on constructive feedback. This helps them reflect on their progress, set goals for their learning and engages them in making decisions about what they need to do to achieve these goals. Teachers become more effective when they continually learn about what students know and can do. They reflect on their practice, adjust their teaching based on data, and offer timely, specific and well-considered feedback to better support learning. Parents and legal guardians become more informed when they understand the learning goals their child is working towards, and the progress their child is making. They extend their child's understanding and development of skills when they support learning. They contribute to their child's joy of learning and growth as a successful learner through sharing insights with the learning community

Teacher:

An assessment-capable teacher is supported through professional development and a shared assessment culture. As indicated in figure AS02, teachers support students to become assessment capable in the following ways.

Figure AS02: Assessment-capable teacher

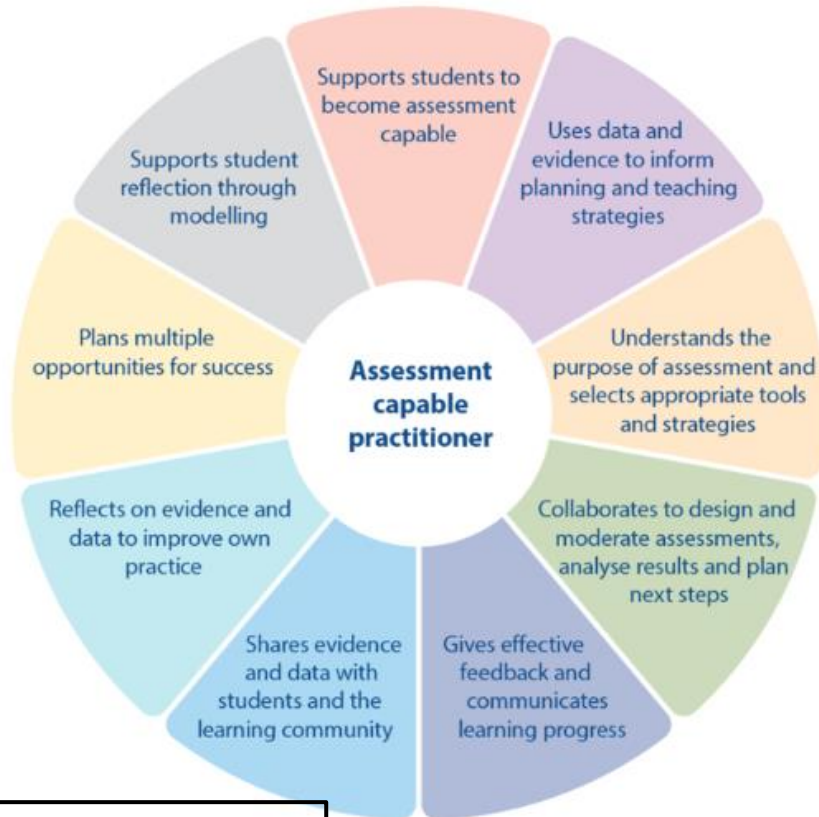


Figure AS03: Assessment to inform learning and teaching



How to Assess: The Four Dimensions of Assessment-

Assessment provides evidence to inform learning and teaching. Both students and teachers are continually asking themselves the questions "Am I making progress? How do I know?" They gather evidence of learning to answer these questions.

PYP assessment has four dimensions: monitoring, documenting, measuring and reporting on learning. Each of these aspects has its own function, but all aim to provide evidence to inform learning and teaching. Although the four dimensions of assessment are not weighted the same; each dimension has its own importance and value. The PYP chooses to put emphasis on monitoring and documenting learning as these dimensions are critical in providing actionable feedback for the learner.

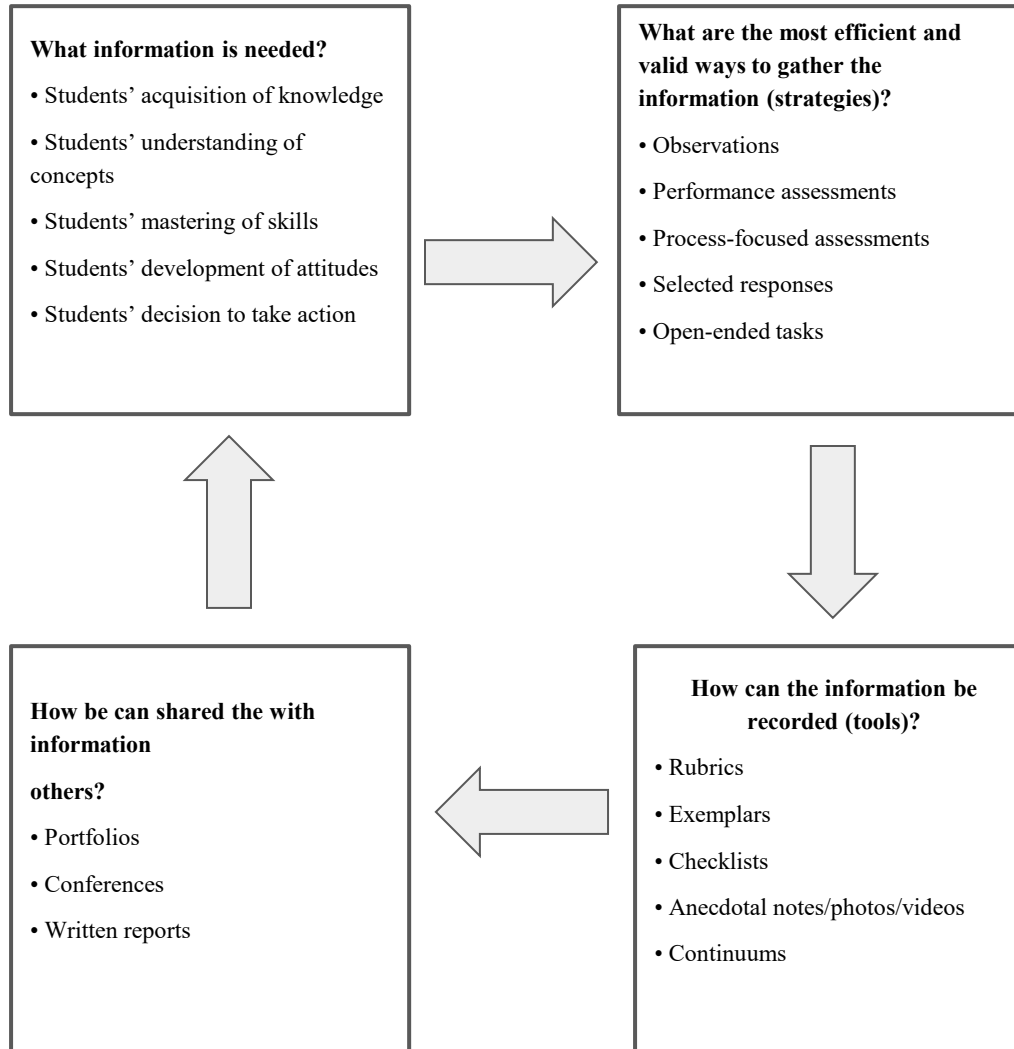
Assessment in PYP at PORTIS

How will we know what we have learned?

The assessed curriculum

Assessment in the PYP identifies what students know, understand, can do and feel at different stages of the learning process. Value is placed on the process of inquiry as well as the product(s) of inquiry.

ASSESSING, RECORDING AND REPORTING PROCESS



This model has been adapted from the First Steps Process for Assessment and Evaluation in Linking Assessment, Teaching and Learning, 2nd edition, 2004.

Reporting occurs through:

Conferences

- Parent-teacher meetings
- Student-led – students lead the conference to reflect on and share their learning

Reports

- Written_- updated as assessments completed

Student Portfolio

- Portfolios are an accumulation of a student's work
- Portfolios are sent online at the end of each unit of inquiry.
- It is used as a focal point when *Student-led conferences* take place.

Other

- Grade 5 exhibition
- Newsletters and correspondence
- PYP Orientation sessions
- Unit Culminations

The Exhibition

One of the purposes of the PYP Exhibition is to provide a forum for student driven reporting. Other key purposes include the following:

- For students to exhibit the attributes of the **IB Learner Profile** they have developed during their time in the Primary Years Programme
- For students to engage and report on an in-depth, collaborative inquiry
- To provide students with an opportunity to demonstrate independence and responsibility for their own learning
- To provide students with an opportunity to explore multiple perspectives
- For students to synthesise and apply their learning of previous years, and to reflect on their journey through the PYP
- To provide an authentic process of assessing student understanding
- To demonstrate how students can take action as a result of their learning
- To unite the students, teachers, parents and other members of the school community in a collaborative experience that incorporates the essential elements of the PYP
- To celebrate the transition of learners from primary to middle/secondary education

What information is needed?

Primary students are given the opportunity to experience and address the five essential elements set out in the Primary Years Programme. These are:

- Students' acquisition of knowledge
- Students' understanding of concepts
- Students' mastering of skills
- Students' development of attitudes
- Students' decision to take action

However, the students are not assessed on each of the individual aspects of the essential elements. The teachers plan to focus on specific areas of these in each Unit of Inquiry and carry out formative assessments throughout the Unit. At the end of each Unit of Inquiry the students carry out a summative assessment task.

What are the most efficient and valid ways to gather the information (strategies)?

In order to discover what the students know and have learned we use formative and summative assessment. It is important to bear in mind that a well-designed learning experience provides assessment data, and is therefore a vehicle for summative or formative assessment.

Assessment Strategies are the methods or approaches that teachers use to gather information about student learning. A variety of strategies should be used in order to provide a holistic view of the student. In the PYP the following assessment strategies are identified:

- Observations
- Performance assessments
- Process-focused assessments
- Selected responses
- Open-ended tasks

How can the information be recorded (tools)?

Teachers collect and record information about a student's learning using a variety of tools. These records serve several purposes:

- to inform planning and ensure continuity and progression in children's learning
- to give parents, teachers and schools access to information about student learning
- to provide the basis for reports and discussions with parents.

Records should:

- be clear and meaningful to all users
- be consistent, with common expectations for Grade groups and school sections
- provide a true, helpful picture of each students' learning in the five essential elements
- include samples of children's work to support teacher's judgements (supporting samples may be in individual student Portfolios)
- include a balance of information and be updated regularly

Languages

The need to communicate is instinctive. The development of language is fundamental to that need to communicate; it supports and enhances our thinking and understanding. Language permeates the world in which we live; it is socially constructed and dependent on the number and nature of our social interactions and relationships.

(Language Scope and Sequence 2009)

Language is taught through the context of the units of inquiry with some skills taught in their own right to be transferred at a later date such as selecting a purpose for writing e.g. to inform, to persuade etc and most often these are explored in the other strands of language at the same time.

Language is broken into three strands (areas)

Oral language – listening and speaking

- skills that are essential for ongoing language development, for learning and for relating to others

Aim: to move students from the conceptual understanding that people listen and speak to share thoughts and feelings to people draw on what they already know in order to infer new meaning when speaking and listening

Written language – reading and writing

- Reading is a developmental process that involves constructing meaning from text.

Aim: to move students from the conceptual understanding that illustrations and print convey meaning in their own right or combined to synthesizing ideas and information from texts leads to new ideas and understanding

- Writing: When children are encouraged to express themselves and reveal their own “voice”, writing is a genuine expression of the individual.

Aim: to move students from the conceptual understanding that writing conveys meaning to knowing what we aim to achieve helps us to plan and develop different forms of writing

Visual language – viewing and presenting

- Allows students to understand the ways in which images and language interact to convey ideas, values and beliefs.

Aim: to move students from the conceptual understanding that the pictures, images, and symbols in our environment have meaning to synthesizing information from visual texts is dependent upon personal interpretation and leads to new understanding.

At Podar ORT International School students are exposed to and explore a range of language genres in all of the three areas. They are placed on the PYP language scope and sequence continuum to identify skills and knowledge they can apply independently. This also enables us to have a clear direction of the next phase of development for their individual needs.

Mathematics

It is intended that students become competent users of the language of mathematics, and can begin to use it as a way of thinking, as opposed to seeing it as a series of facts and equations to be memorized. (*Maths scope and sequence 2009*)

Mathematics is taught in context of the units of inquiry as much as possible however, there is still the opportunity for skills to be taught in their own right with the view to be transferred into meaningful contexts at a later date. The three stages of mathematical knowledge and application are: **constructing meaning**: where students use previous knowledge and personal experiences to gain an understanding of new information; **transferring meaning into symbols**: during this stage students are transferring their understanding into their own symbolic representation leading to being able to transfer this into conventional mathematical notation; **applying with understanding**: when students are able to use the appropriate symbolic notation to process and record their thinking.

All developmental phases of mathematics are taught through a combination of exploring real life experiences, problem solving with manipulatives and explaining their ideas, theories and results.

Students are placed on a “mathematics continuum” so that the teacher can assess their needs and move them along to the next phase of development, in order that the teacher is able to differentiate for the students’ individual needs.

As with language, students are placed on the PYP mathematics scope and sequence continuum to identify the skills and knowledge they can apply independently enabling teachers to have a clear direction of the next phase of development to meet individual needs.

As stated in the *PYP mathematics scope and sequence 2009*, students are encouraged to:

- use patterns and relationships to analyse the problem situations upon which they are working.
- make and evaluate their own and each other’s ideas
- use models, facts, properties and relationships to explain their thinking
- justify their answers and the processes by which they arrive at solutions.

Mathematics comprises of 5 strands (areas):

Data handling

Aim: to move students from the conceptual understanding that we collect information to make sense of the world around us.

Events in daily life involve chance to data can be presented effectively for valid interpretation and communication.

The probability of an event can be predicted theoretically.

Mathematics

Measurement

Aim: to move students from the conceptual understanding that measurement involves comparing objects and events to a range of procedures exists to measure different attributes of objects and events.

Shape and space

Aim: to move students from the conceptual understanding that Shapes can be described and organized according to their properties to consolidating what we know of geometric concepts allows us to make sense of and interact with our world.

Number

Aim: to move students from the conceptual understanding that numbers can be used in many ways for different purposes in the real world to for fractional and decimal computation, the ideas developed for whole-number computation can apply.

Pattern and function

Aim: to move students from the conceptual understanding that patterns and sequences occur in everyday situations to patterns can often be generalized using algebraic expressions, equations or functions.



Science

In the Primary Years Programme (PYP), science is viewed as the exploration of the biological, chemical and physical aspects of the natural world, and the relationships between them. Our understanding of science is constantly changing and evolving. The science component of the PYP should be characterised by concepts and skills rather than by content.

(Science scope and sequence 2008)

The knowledge component of science in the PYP is arranged into the following four strands:

Living things

The study of the characteristics, systems and behaviours of humans and other animals, and of plants; the interactions and relationships between and among them, and with their environment

Earth and space

The study of planet Earth and its position in the universe, particularly its relationship with the sun; the natural phenomena and systems that shape the planet and the distinctive features that identify it; the infinite and finite resources of the planet

Materials and matter

The study of the properties, behaviours and uses of materials, both natural and human-made; the origins of human-made materials and how they are manipulated to suit a purpose

Forces and energy

The study of energy, its origins, storage and transfer, and the work it can do; the study of forces; the application of scientific understanding through inventions and machines

Through the units of inquiry students will have a focus on some or all of the following scientific skills. As these skills develop the understanding of scientific principles is built upon by the students.

- Observe carefully in order to gather data
- Use a variety of instruments and tools to measure data accurately
- Use scientific vocabulary to explain their observations and experiences
- Identify or generate a question or problem to be explored
- Plan and carry out systematic investigations, manipulating variables as necessary
- Make and test predictions
- Interpret and evaluate data gathered in order to draw conclusions
- Consider scientific models and applications of these models (including their limitations)

Social Studies

In the Primary Years Programme (PYP), social studies learning guides students towards a deeper understanding of themselves and others, and of their place in an increasingly global society. It provides opportunities for students to look at and think about human behaviour and activity realistically, objectively, and with sensitivity. Exposure to and experience with social studies therefore opens doors to key questions about life and learning.

(Social studies scope and sequence 2008)

Social Studies consists of five strands (areas)

Human systems and economic activities

The study of how and why people construct organizations and systems; the ways in which people connect locally and globally; the distribution of power and authority

Social organization and culture

The study of people, communities, cultures and societies; the ways in which individuals, groups and societies interact with each other

Continuity and change through time

The study of the relationships between people and events through time; the past, its influences on the present and its implications for the future; people who have shaped the future through their actions

Human and natural environments

The study of the distinctive features that give a place its identity; how people adapt to and alter their environment; how people experience and represent place; the impact of natural disasters on people and the built environment.

Resources and the environment

The interaction between people and the environment; the study of how humans allocate and manage resources; the positive and negative effects of this management; the impact of scientific and technological developments on the environment

As with Science, Social Studies is supported by a set of skills which give opportunities for students to develop an in-depth understanding in this area.

- Formulate and ask questions about the past, the future, places and society
- Use and analyse evidence from a variety of historical, geographical and societal sources
- Orientate in relation to place and time
- Identify roles, rights and responsibilities in society
- Assess the accuracy, validity and possible bias of sources

Personal, Social and Physical Education

PSPE in the IB Primary Years Programme (PYP) is concerned with the individual's well-being through the promotion and development of concepts, knowledge, attitudes and skills that contribute to this wellbeing.

Well-being is intrinsically linked to all aspects of a student's experience at school and beyond. It encompasses physical, emotional, cognitive, spiritual and social health and development, and contributes to an understanding of self, to developing and maintaining relationships with others, and to participation in an active, healthy lifestyle. *(Personal, social and physical education scope and sequence 2009)*

PSPE consists of three strands (areas)

Identity

- an understanding of our own beliefs, values, attitudes, experiences and feelings and how they shape us
- the impact of cultural influences
- the recognition of strengths, limitations and challenges as well as the ability to cope successfully with situations of change and adversity
- how the learner's concept of self and feelings of self-worth affect his or her approach to learning and how he or she interacts with others

Active living

- an understanding of the factors that contribute to developing and maintaining a balanced, healthy lifestyle
- the importance of regular physical activity
- the body's response to exercise
- the importance of developing basic motor skills
- understanding and developing the body's potential for movement and expression
- the importance of nutrition
- understanding the causes and possible prevention of ill health
- the promotion of safety
- rights and the responsibilities we have to ourselves and others to promote well-being
- making informed choices and evaluating consequences, and taking action for healthy living now and in the future

Interactions

- an understanding of how an individual interacts with other people, other living things and the wider world
- behaviours, rights and responsibilities of individuals in their relationships with others, communities, society and the world around them
- the awareness and understanding of similarities and differences
- an appreciation of the environment and an understanding of, and commitment to, humankind's responsibility as custodians of the Earth for future generations

Each strand interacts with the other and is broken into phases of development. These are used to inform progression and future goals. At Singapore International School, PSPE is taught through units of inquiry as well as being integrated into all areas and everything we do, that is, within the classroom, dining room, etc with the view that skills and knowledge will be applied as a natural understanding develops.

The Arts

They are a powerful mode of communication through which students explore and construct a sense of self and develop an understanding of the world around them. Arts provide students with a wide range of opportunities and means to respond to their experiences and engage with historical, social and cultural perspectives. The students are stimulated to think and to articulate their thoughts in new ways, and through a variety of media and technologies. *(The arts scope and sequence 2009)*

Responding

The process of *responding* provides students with opportunities to respond to their own and other artists' works and processes, and in so doing develop the skills of critical analysis, interpretation, evaluation, reflection and communication.

Creating

The process of *creating* provides students with opportunities to communicate distinctive forms of meaning, develop their technical skills, take creative risks, solve problems and visualize consequences. Students are encouraged to draw on their imagination, experiences and knowledge of materials and processes as starting points for creative exploration. The *creating* strand provides opportunities for students to explore their personal interests, beliefs and values and to engage in a personal artistic journey.

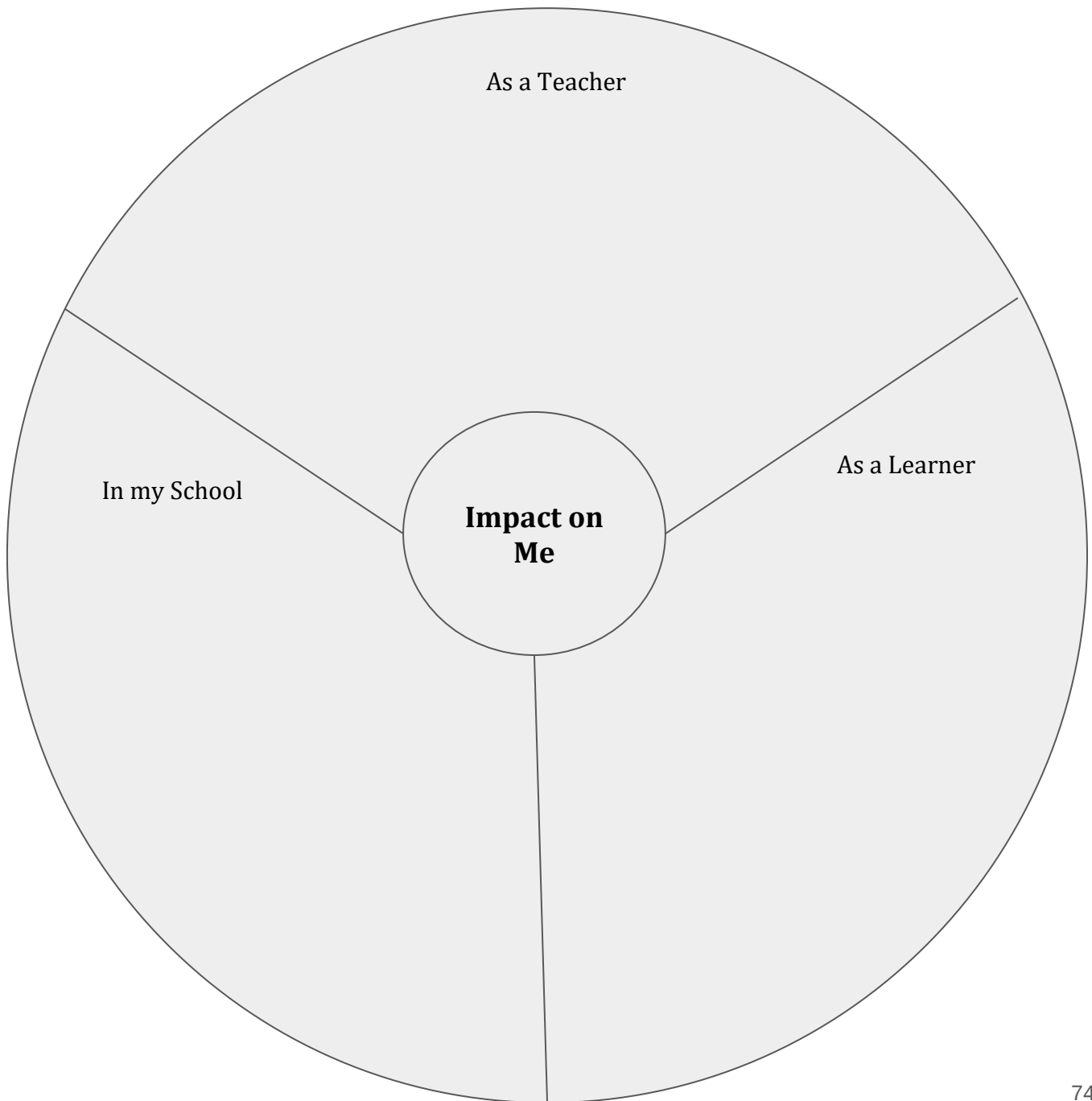
The Arts is broken into two strands (areas)

Performing (Dance, Drama and Music) and Visual arts

These are explored through responding and creating, providing students with the opportunity of using the two perspectives to further their understanding of their own and others' art



Activity- How does all of this impact me?



PYP practices

Planning		Teaching		Assessing	
Increased emphasis on:	Decreased emphasis on:	Increased emphasis on:	Decreased emphasis on:	Increased emphasis on:	Decreased emphasis on:
planning collaboratively using an agreed system and the PYP planner where appropriate	planning in isolation from other teachers	using a range and balance of teaching strategies	over-reliance on a limited set of teaching strategies	viewing planning, teaching and assessing as interconnected processes	viewing planning, teaching and assessing as isolated processes
planning based on agreed student-learning outcomes and in the context of a coherent school-wide programme	planning disconnected from the curriculum	grouping and regrouping students for a variety of learning situations	over-reliance on one grouping strategy	using a range and balance of assessment strategies and tools	over-reliance on one assessment strategy or tool
involving students in planning for their own learning and assessing	the teacher making all the decisions	viewing students as thinkers with emerging theories of the world	viewing the teacher as the sole authority	involving students in self- and peer-assessment	viewing assessment as the sole prerogative of the teacher
planning that builds upon students' prior knowledge and experience	planning that ignores students' prior knowledge and experience	building on what students know	focusing on what students do not know	using a range and balance of recording and reporting strategies	over-reliance on one strategy of recording and reporting
planning fewer inquiries, to be explored in depth	planning a large number of activities that will be covered superficially	using multiple resources representing multiple perspectives	over-reliance on one teaching resource from one culture	seeking student responses in order to understand their current understanding	seeking student responses solely to identify the right answer
addressing assessment issues throughout the planning process	addressing assessment issues at the conclusion of the planning process	empowering students to feel responsible and to take action	teaching about responsibility and the need for action by others	using formative assessment to give students regular and ongoing feedback throughout the unit	concluding each unit only by summative testing

Planning		Teaching		Assessing	
Increased emphasis on:	Decreased emphasis on:	Increased emphasis on:	Decreased emphasis on:	Increased emphasis on:	Decreased emphasis on:
planning that emphasizes the connections between and beyond the subject areas	planning that presents the curriculum as separate, isolated subject areas	involving students actively in their own learning	viewing students as passive recipients	enabling students to see assessment as a means of describing learning and improving learning	assessing for the sole purpose of assigning grades
planning that recognizes a variety of levels of language competency	planning that assumes a single level of language competency	pursuing open-ended inquiry and real-life investigations	a teacher-directed focus on rigid objectives	assessing the levels of students' current knowledge and experience before embarking on new learning	embarking on new learning before assessing the levels of students' current knowledge and experience
planning that recognizes a range of ability levels	planning that assumes a single level of ability	maintaining constant awareness of the needs of additional-language learners	employing teaching strategies suitable only for students whose mother tongue is the language of instruction	evaluating collaboratively using an agreed, flexible system.	evaluating units in isolation from other teachers.
planning inquiries that explore similarities and differences between cultures/places	planning activities that focus on one culture/place	addressing the needs of students with different levels and types of ability.	employing teaching strategies suitable for one level and type of ability.		
planning inquiries that explore broad human experiences from a range of perspectives	planning activities where the cross-cultural dimension is tokenistic and the international dimension is tacked on				
planning inquiries that focus directly on significant issues.	planning activities in which exploration of significant issues is incidental.				

Classroom Practice Inventory

Use this inventory to look at what you are already doing in your classroom to differentiate instruction. Mark an "X" on each line to show where your current teaching practices lie on the continuum.

Traditional classroom:

Covering the curriculum is my first priority and directs my teaching.

Learning goals remain the same for all students.

I emphasize mastery of content and skills.

Students use the same informational resources (books, articles, Web sites).

I primarily use whole-class instruction.

I tend to group students heterogeneously.

All students move through the curriculum together and at the same pace.

All students complete the same activities.

Differentiated classroom:

I base my teaching on students' learning needs as well as on the curriculum.

Learning goals are adjusted for students based on their needs.

I emphasize critical and creative thinking and the application of learning.

I match students to specific informational resources based on their learning needs and abilities.

I use several instructional formats (for example, whole class, small groups, partners, individuals).

As appropriate, I group students for instruction based on their learning needs.

The pace of instruction may vary, based on students' learning needs.

As appropriate, I give students opportunities to choose activities based on their interests.

Classroom Practice Inventory

I tend to use similar instructional strategies day to day.

I use a variety of instructional strategies (for example, lectures, manipulatives, role plays, simulations, readings).

All students complete all activities.

Students complete different activities based on their needs or learning preferences.

All students are involved in all instructional activities.

I use methods for testing out of work and for compacting (speeding up, eliminating, replacing) work, as appropriate.

My enrichment work provides more content or more application of skills.

My enrichment work demands critical and/or creative thinking and the production of new ideas, thoughts, and perspectives.

In reteaching, I provide more practice using a similar instructional method.

In reteaching, I use a different instructional method from the one I used to teach the material the first time.

My reteaching activities typically involve lower-level thinking—knowledge and comprehension—to reinforce basic skills and content.

My reteaching activities demand higher-level thinking while reinforcing basic skills and content.

I assume that students have limited or no knowledge of curriculum content.

Before beginning a unit, I use preassessment strategies to determine what students already know.

I usually assess students' learning at the end of an instructional sequence.

I use ongoing assessment to check students' learning throughout an instructional sequence.

I typically use the same assessment tool, product, or project for all students.

I allow for learner differences by providing a variety of ways to show learning.

Differentiation of Instruction

is a teacher's response to learner's needs

guided by general principles of differentiation,
such as

respectful
tasks

flexible grouping

ongoing assessment
and adjustment

Teachers can differentiate

Content

Process

Product

according to student's

Readiness

Interests

Learning Profile

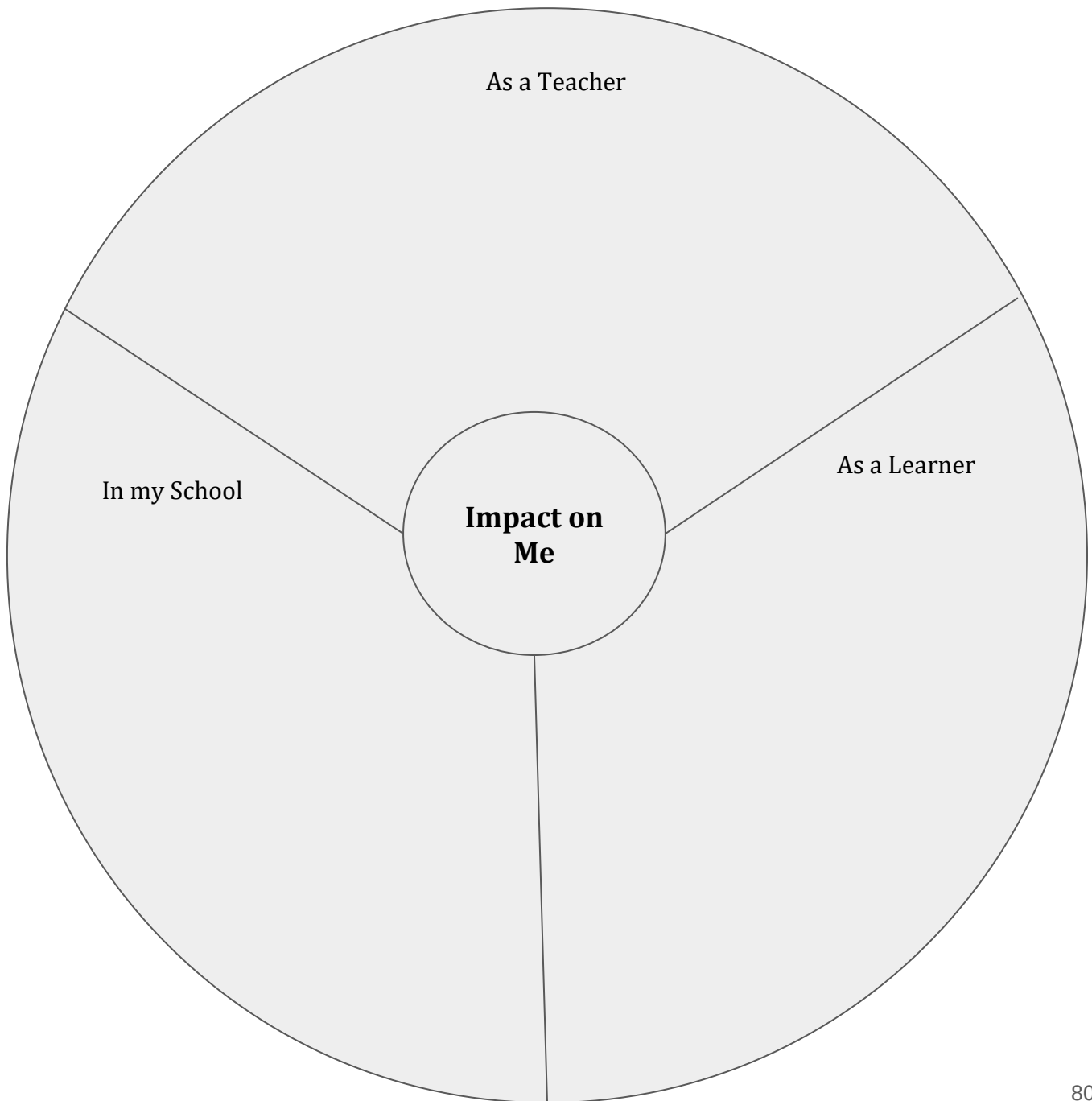
through a range of instructional and management strategies such as

multiple intelligences
jigsaw
taped material
anchor activities
varying organizers
varied texts
varied supplementary
materials
literature circles

tiered lessons
tiered centers
tiered products
learning contracts
small-group instruction
group investigation
orbitals
independent study

4MAT
varied questioning
strategies
interest centers
interest groups
varied homework
compacting
varied journal prompts
complex instruction

Activity- How does all of this impact me?



PYP Glossary

action	The act of engaging individually and/or collaboratively with local, national and global challenges and opportunities.
action plan	An organized plan detailing steps for continuous school improvement.
action research	Inquiry carried out to inform improvement and refinement of learning and teaching.
additional language	The language offered in addition to the language of instruction in a PYP school.
advocacy	Advocacy is supporting and committing to action for positive change for oneself and others.
affective skills	Affective skills are the skills of behaviour and emotional management underpinning attitudinal factors such as resilience, perseverance and self-motivation, which often have a large role to play in educational achievement.
agency	Agency is a philosophical, sociological and psychological idea that acknowledges humans as active participants in their own lives with the capacity to initiate intentional action.
agent of change	A person who acts on behalf of themselves or others in connection with action for positive change.
approaches to learning	Approaches to learning refers to a range of skills that help students guide, support and structure learning.
approaches to teaching	Approaches to teaching refers to the key pedagogical approaches and constructs that inform and support teaching. These are inquiry, conceptual understanding, local and global contexts, collaboration, inclusion and assessment.
assessment	Assessment is the monitoring, documenting, measuring and reporting on learning. Assessment involves reflection and feedback that occur at all stages of learning and teaching.
assessment capable practitioner	A practitioner's ability to collaborate with others using data and evidence to inform learning and teaching.
assessment capable student	A student's ability to collaborate with others to set learning goals, monitor progress and adjust learning.
autonomy	The freedom to decide for oneself and pursue a chosen course of action.
Backwards by design	Backwards design is a method of designing educational curriculum by setting goals and designing assessment to meet these goals before planning learning experiences.
capacity	Capacity is the actual or potential ability to achieve something, either individually or collectively. Capacity is connected to agency and self-efficacy.
central idea	A central idea is a conceptual understanding, written as a statement, that invites inquiry and reflects the transdisciplinary theme.

PYP Glossary

challenging	Challenging refers to learning and teaching that encourages critical and creative thinking, and goes beyond current understanding and capabilities.
collaboration	Collaboration is the act of purposefully achieving something together through shared understandings and active participation.
cognitive skills	Cognitive skills include all the information-processing and thinking skills.
concepts	Concepts are fundamental, abstract ideas (often encapsulated in one word) which support the development of conceptual understanding. They can vary in terms of their level of abstraction and/or universality, can be used at different levels of generality and complexity, and serve different purposes in the learning environment.
conceptual understandings	Conceptual understanding is understanding that connects factual, procedural and metacognitive knowledge. It results from a process in which one consciously organizes connections between prior and new knowledge into networks, then further develops or reconfigures those networks. This is a non-linear, ongoing process throughout which understandings evolve and misconceptions are identified and dispelled.
constructivist	Constructivist theories recognize that knowledge is actively constructed by learners. Learners actively build on their existing knowledge to make connections and new meanings.
content	Content refers to subject knowledge and conceptual understandings that are identified and included in the curriculum.
context	A context is a situation, setting or group of conditions in which something exists or happens.
critical literacy	The ability to question, challenge, evaluate and compose texts, understanding that they are created for particular purposes and represent certain perspectives, values and attitudes about the world.
curriculum	A curriculum is an overall plan for learning that is broad, balanced and coherent. It describes the entire learning experience in a school.
data and evidence	Data and evidence is information gathered qualitatively or quantitatively, at specific points in time, measuring learning to accurately gauge progress and achievement against agreed learning goals and success criteria.
diversity	Diversity refers to difference and uniqueness. Valuing diversity is about acceptance and recognition.
documenting	Documenting of learning is the compilation of evidence to inform learning and teaching.
early years	The early years apply to ages 3–6. These years represent the foundational period for the development of positive social, emotional, cognitive and physical outcomes in future years as a result of the rapid rate of brain development occurring at this time.
engaging	Engaging means learning and teaching that is reflective and responsive to personal and collective interests.
exhibition	The exhibition is a culminating and consolidating learning experience or inquiry project in which students, with the support of a mentor, demonstrate their understanding of an issue or opportunity that they have selected and investigated, both individually and with their peers.

PYP Glossary

feedback	Feedback is information given, from either a teacher or a student, in response to a student's learning, and is to be used as a basis for improvement.
feedforward	Feedforward is information given, from either a teacher or a student, which offers next steps and guidance for improving a student's learning.
Forwards by design	Forwards design is a method for considering what other learning can occur in social constructivist learning settings outside of prescribed learning.
framework	The PYP framework provides a structure for organizing parts of a curriculum and the relationships between them.
holistic	An all-encompassing educational experience that considers students' intellectual, physical, social and emotional learning and development.
home and family language	The language learned first, or known best, or used most, or all of these. As language learning occurs within a context, learners may have a "home" language and/or a "family" language, which is different to the language of instruction in the current school.
identity	Identity is the state of being oneself; the qualities, beliefs and values that make a person.
identity text	Texts produced by students that express their cultural identities. They are self-selected, shared with an audience and include positive statements made by students about themselves.
inclusion	Inclusion is an ongoing process that aims to increase access to, and engagement in, learning for all students by identifying and removing barriers.
inclusive	Inclusive education means increasing access to, and involvement in, learning and teaching for all students. Being an inclusive school means removing barriers to learning and involving everyone in the life of the school.
innovation	Innovation is implementing new ideas generated through examining practices and putting forward different ways of doing things with the aim of improvement.
inquirers	Inquirers actively construct meaning through interacting with and interpreting the world around them.
inquiry	Inquiry is a perspective on learning, emphasizing that meaning is actively constructed.
intercultural understanding	Intercultural understanding is about having mutual understanding and respect for one's own and others' cultures. It recognizes our common humanity, diversity and interconnections.
internationally minded	Being internationally minded is characterized by being aware of oneself and others. It refers to a sense of belonging to broader communities and a common humanity. It involves being engaged with local and global issues and taking action for positive change. Developing and demonstrating the attributes of the IB learner profile provides an important foundation for international-mindedness.

PYP Glossary

knowledge	Knowledge is information, facts or principles gained through learning.
learning community	The learning community refers to everyone involved in the life of the school, locally and globally.
learning environment	The learning environment is the context in which learning happens, including the school culture and ethos, and the organization of resources and learning spaces, both indoor and outdoor.
learning goal	A learning goal is a statement which describes what students know, understand and are able to do at the end of a certain time frame or learning experience.
learning spaces	Learning spaces are physical or virtual areas within a learning environment.
lines of inquiry	Lines of inquiry are statements or phrases that define the scope of a unit of inquiry.
literacies	Literacies refer to multiple modes of communication and meaning-making, including linguistic, visual, audio, gestural, spatial and digital.
measuring	The act of ascertaining "point-in-time" data to determine progress and achievement.
metacognition	Metacognition is thinking about thinking. It is the ability to be aware of, reflect on and understand one's own thought processes.
metacognitive skills	Metacognitive skills are the skills that students can use to monitor the effectiveness of their learning skills and processes, to better understand and evaluate their learning.
metalinguistic awareness	An awareness of the way language works, its rules and codes.
monitoring	The process of gathering data through a variety of strategies, including, but not limited to, observation, questioning, discussion and reflection.
multilingualism	The knowledge of two or more languages at any stage of acquisition or proficiency, reflecting the dynamic interplay between languages and the social behaviours associated with language.
multiliteracies	The ability to read, interpret and create oral, print and multimodal texts in multiple modes. Multiliteracies enable students to understand, use and critically evaluate multimodal texts with an understanding of their social context.
multimodality	The ability to understand and communicate with multiple modes of expression. Examples of modes include visual, textual, linguistic and spatial (Jewitt et al. 2000).
outcome	Outcome in the PYP refers to the overall impact of an IB education and the totality of experiences for PYP students as they develop and demonstrate the attributes of the learner profile and international-mindedness.
pedagogy	Pedagogy is the art and science of teaching as a professional practice.
play	Play describes a range of student-initiated activities that involve freedom and choice.

PYP Glossary

portfolio	A portfolio is a comprehensive collection of student learning.
principled action	Principled action means taking action that is informed, responsible and ethical.
programme of inquiry	The programme of inquiry is an overview of the transdisciplinary themes and units of inquiry across year levels.
progressions of learning	Progressions of learning refers to the sequencing of learning across developmental stages.
provocation	A provocation is an open-ended stimulus to engage student thinking.
reflection	Reflection is a cognitive act that considers past experiences in order to improve, modify and plan for the future.
relevant	Relevant refers to meaningful learning and teaching that makes connections to prior knowledge and experiences.
scaffolding	Scaffolding is the use of a variety of teaching strategies and tools to support a student's progression in their learning. Scaffolding is temporary, appropriate and responsive.
self-assessment	Self-assessment is the review and evaluation of learning in order to make adjustments and improvements for future learning.
self-efficacy	Self-efficacy refers to a person's beliefs and confidence in their own abilities to act, succeed and to reach valued goals.
self-regulated	Self-regulated describes the ability to manage oneself in order to reach one's own goals.
significant	Significant refers to an understanding that is contextually and universally important and has personal, local and global implications.
skills	Skills describe the abilities we use to guide, support and structure learning.
social-constructivist	Social-constructivist theories recognize that knowledge is actively constructed through interacting with others and the environment.
stakeholder	A stakeholder is a person with an interest or investment in something. PYP stakeholders include students, teachers, staff, families and caregivers, as well as other significant adults in students' lives.

PYP Glossary

student language portrait	A collection of information concerning the language background and experiences of a student.
subject	A discrete area of knowledge. PYP subjects include language, mathematics, science, social studies, arts, physical, social and personal education.
success criteria	Success criteria describe what quality looks like at the end of a certain time frame or learning experience. They are specific and measurable.
text	Artifacts through which we access or present information. These might be oral, written, musical, artistic or multimodal, for example, a story, song, message or website.
theories	Hypotheses and ideas that are constructed by learners in order to explain something.
transdisciplinary	Transdisciplinary is an approach to learning and teaching that is integrated— going across, between and beyond subjects.
translanguaging	A process in which students draw on known languages naturally and flexibly, combining their elements to meet communicative and social needs. Examples in practice might be switching languages mid-sentence or reading a text in one language and talking about it in another.
unit of inquiry	A unit of inquiry is a method of organizing the learning that takes place within a transdisciplinary theme.

Notes

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Notes

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Notes

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Acknowledgements-

- Making the PYP Happen
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- PYP Principles into Practice (Enhanced PYP)
- <https://ibo.org/>
- <https://www.kathmurdoch.com.au/>



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