

10 Reasons



why the IB Primary Years Programme (PYP) is ideal for students to become active, lifelong learners



Based on IB research. www.ibo.org/research

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WHAT IS PYP ?

PRIMARY YEARS PROGRAMME

- Primary Years Programme (PYP) is a leading curriculum framework for international primary education.
- At Fountainhead we offer the PYP to students from Nursery to PYP 5.
- The PYP focuses on the development of the whole child as an inquirer, both in the classroom and in the world outside.

IB PRIMARY YEARS PROGRAMME

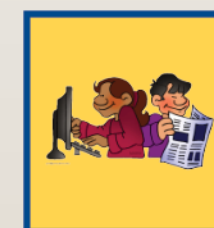
AT
FOUNTAINHEAD
WOCKHARDT GLOBAL
SCHOOL (FWGS)

FWGS LEARNER PROFILE

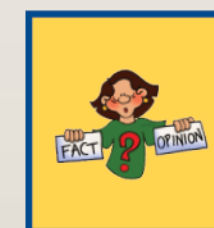
based on the IB learner profile © International Baccalaureate Organization 2013



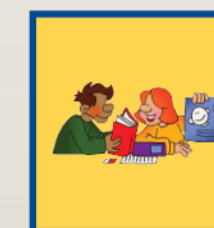
Inquirers



Knowledgeable



Thinkers



Communicators



Balanced



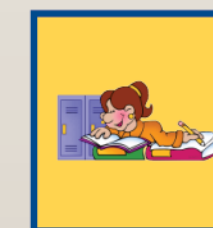
Open-minded



Caring



Courageous



Principled



Reflective



Resilient

Cliparts taken from <http://www.phillipmartin.info/>

LEARNING AND TEACHING IN THE PYP



LEARNING AND TEACHING IN THE PYP

AGENCY IN THE PYP



ASSESSMENT IN THE PYP

MONITORING



- Daily
- Observing
- Questioning
- Reflecting
- Discussing
- Learning with peers and teachers
- Feedback to feed forward

DOCUMENTING



- Compilation of the evidence
- Make learning visible or digital
- Displayed or recorded in a variety of media forms

MEASURING



- Captures 'point in time' learning

REPORTING



- Describes the progress
- Attainment of students' learning
- Identifies areas for growth

APPROACHES TO TEACHING



BASED ON INQUIRY



FOCUSED ON CONCEPTUAL UNDERSTANDING



DEVELOPED IN LOCAL AND GLOBAL CONTEXTS



FOCUSED ON EFFECTIVE TEAMWORK AND COLLABORATION



DIFFERENTIATED TO MEET THE NEEDS OF ALL LEARNERS



INFORMED BY FORMATIVE AND SUMMATIVE ASSESSMENT

LEARNING AND TEACHING IN THE PYP

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THE SPECIFIED CONCEPTS

SPECIFIED CONCEPTS ARE A STARTING POINT. THEY HELP TO FRAME A UNIT OF INQUIRY AND DRIVE LEARNING EXPERIENCES. WHEN THESE CONCEPTS ARE EXPLORED AS THROUGH QUESTIONS, THE INQUIRY IS PURPOSEFUL AND MANAGEABLE. THE QUESTIONS ASSOCIATED WITH THE SPECIFIED CONCEPTS REPRESENT AN INTRODUCTION TO A WAY OF THINKING ABOUT LEARNING AND TEACHING. THEY CAN BE USED IN ANY ORDER AND AS REGULARLY AS THE LEARNERS AND EDUCATORS REQUIRE. THERE CAN BE MORE THAN ONE SPECIFIED CONCEPT IN AN INQUIRY.

ADDITIONAL CONCEPTS

ALONGSIDE THE SPECIFIED CONCEPTS, ADDITIONAL CONCEPTS ARE EXPLORED WITHIN AND OUTSIDE OF UNITS OF INQUIRY. FOR EXAMPLE, ALL SUBJECTS HAVE CONCEPTS THAT REFLECT THE NATURE OF THE SUBJECT. IN SCIENCE, "ADAPTATION" COULD BE A CONCEPT CONNECTED TO THE SPECIFIED CONCEPT OF "CHANGE"; IN INDIVIDUALS AND SOCIETIES, "SUSTAINABILITY" COULD BE A CONCEPT ASSOCIATED WITH "CHANGE AND RESPONSIBILITY".

EXAMPLES

FORM

What is it like?

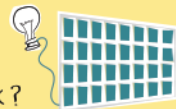


THE UNDERSTANDING THAT EVERYTHING HAS A FORM WITH RECOGNIZABLE FEATURES THAT CAN BE OBSERVED, IDENTIFIED, DESCRIBED AND CATEGORIZED.

- * PROPERTIES
- * STRUCTURE
- * SIMILARITIES
- * DIFFERENCES
- * PATTERN

FUNCTION

How does it work?



THE UNDERSTANDING THAT EVERYTHING HAS A PURPOSE, A ROLE OR A WAY OF BEHAVING THAT CAN BE INVESTIGATED.

- * BEHAVIOUR
- * COMMUNICATION
- * PATTERN
- * ROLE
- * SYSTEMS

CAUSATION

Why is it as it is?



THE UNDERSTANDING THAT THINGS DO NOT JUST HAPPEN; THERE ARE CAUSAL RELATIONSHIPS AT WORK, AND THAT ACTIONS HAVE CONSEQUENCES.

- * CONSEQUENCES
- * SEQUENCES
- * PATTERN
- * IMPACT

CHANGE

How is it transforming?



THE UNDERSTANDING THAT CHANGE IS THE PROCESS OF MOVEMENT FROM ONE STATE TO ANOTHER. IT IS UNIVERSAL AND INEVITABLE.

- * ADAPTATION
- * GROWTH
- * CYCLES
- * SEQUENCES
- * TRANSFORMATION

CONNECTION

How is it linked to other things?



THE UNDERSTANDING THAT WE LIVE IN A WORLD OF INTERACTING SYSTEMS IN WHICH THE ACTIONS OF ANY INDIVIDUAL ELEMENT AFFECT OTHERS.

- * SYSTEMS
- * RELATIONSHIPS
- * NETWORKS
- * HOMEOSTASIS
- * INTERDEPENDENCE

PERSPECTIVE

What are the points of view?



THE UNDERSTANDING THAT KNOWLEDGE IS MODERATED BY DIFFERENT POINTS OF VIEW WHICH LEAD TO DIFFERENT INTERPRETATIONS, UNDERSTANDINGS AND FINDINGS; PERSPECTIVES MAY BE INDIVIDUAL, GROUP, CULTURAL OR SUBJECT-SPECIFIC.

- * SUBJECTIVITY
- * TRUTH
- * BELIEFS
- * OPINION
- * PREJUDICE

RESPONSIBILITY

What are our obligations?



THE UNDERSTANDING THAT PEOPLE MAKE CHOICES BASED ON THEIR UNDERSTANDINGS, BELIEFS AND VALUES, AND THE ACTIONS THEY TAKE AS A RESULT DO MAKE A DIFFERENCE.

- * RIGHTS
- * CITIZENSHIP
- * VALUES
- * JUSTICE
- * INITIATIVE

TRANSDISCIPLINARY THEMES



Who We Are

AN INQUIRY INTO IDENTITY AS INDIVIDUALS AND AS PART OF A COLLECTIVE THROUGH:

- * PHYSICAL, EMOTIONAL, AND SPIRITUAL HEALTH AND WELL-BEING
- * RELATIONSHIPS AND BELONGING
- * LEARNING AND GROWING



How the World Works

AN INQUIRY INTO THE UNDERSTANDINGS OF THE WORLD AND PHENOMENA THROUGH:

- * PATTERNS, CYCLES, SYSTEMS
- * DIVERSE PRACTICES, METHODS, AND TOOLS
- * DISCOVERY, DESIGN, INNOVATION, POSSIBILITIES, AND IMPACTS

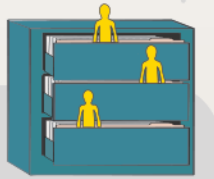
Where We Are in Place and Time



AN INQUIRY INTO HISTORIES AND ORIENTATION IN PLACE, SPACE, AND TIME THROUGH:

- * PERIODS, EVENTS, AND ARTIFACTS
- * COMMUNITIES, HERITAGE, CULTURE, AND ENVIRONMENT
- * NATURAL AND HUMAN DRIVERS OF MOVEMENT, ADAPTATION, AND TRANSFORMATION

How We Organise Ourselves



AN INQUIRY INTO SYSTEMS, STRUCTURES, AND NETWORKS THROUGH:

- * INTERACTIONS WITH AND BETWEEN SOCIAL AND ECOLOGICAL SYSTEMS
- * APPROACHES TO LIVELIHOODS AND TRADE PRACTICES: INTENDED AND UNINTENDED CONSEQUENCES
- * REPRESENTATION, COLLABORATION, AND DECISION-MAKING

How We Express Ourselves



AN INQUIRY INTO THE DIVERSITY OF VOICE, PERSPECTIVES, AND EXPRESSION THROUGH:

- * INSPIRATION, IMAGINATION, CREATIVITY
- * PERSONAL, SOCIAL, AND CULTURAL NOTES AND PRACTICES OF COMMUNICATION
- * INTENTIONS, PERCEPTIONS, INTERPRETATIONS, AND RESPONSES

Sharing the Planet



AN INQUIRY INTO THE INTERDEPENDENCE OF HUMAN AND NATURAL WORLDS THROUGH:

- * RIGHTS, RESPONSIBILITIES, AND DIGNITY OF ALL PATHWAYS TO JUST, PEACEFUL, AND REIMAGINED FUTURES
- * NATURE, COMPLEXITY, COEXISTENCE, AND WISDOM



APPROACHES TO LEARNING

SOCIAL SKILLS

- Developing positive interpersonal relationships and collaboration skills
- Developing social-emotional intelligence



RESEARCH SKILLS

- Information-literacy skills
- Media-literacy skills
- Ethical use of media/information



THINKING SKILLS

- Critical-thinking skills
- Creative-thinking skills
- Transfer skills
- Reflection/metacognitive skills



COMMUNICATION SKILLS

- Exchanging-information skills
- Literacy skills
- ICT skills



SELF-MANAGEMENT SKILLS

- Organization skills
- States of mind

