

## **What is an International Baccalaureate (IB) Primary Years Program (PYP) School?**

Regardless of location, size, or make-up, an IB PYP school strives to develop an internationally-minded person.

The mission of the IBO is;

- To develop inquiring, knowledgeable, and caring young people.
- To create a better and more peaceful world through intercultural understanding and respect.
- To work with schools, governments, and international organizations to develop challenging programs of international education and rigorous assessment.
- To encourage students worldwide to become active, compassionate, and lifelong learners who understand that other people, with their differences, can also be right.

## **What does this mean at Pine View Elementary School?**

- It means our students will be taught WHY they should know something and how it connects to other subjects and the world around them.
- It means high quality teaching and learning, challenging instruction and international knowledge.
- It means that teachers will create a standards-based program of inquiry (POI) around six transdisciplinary themes.
- It means that in addition to maintaining a very clear, purposeful and aggressive focus on literacy and mathematics, we will also work diligently to prepare our students for the 21st century.

## **How does the IB PYP teach students to be internationally minded?**

- Through teaching and modeling the “Learner Profile.” Regardless of the IB school your child may visit, these characteristics or “Learner Profile” remain the same—foundational to the IB PYP learning experience.
- According to the IB PYP, an “internationally minded” person is someone who demonstrates the attributes of the “Learner Profile.” But, really, what does it mean to be “internationally minded” and why is it important?
- It is a thoughtful, critical perspective that applies to who we are and what we do. It includes how we communicate, our political awareness, cultural understanding, celebrating diversity, global awareness of global issues, and a reflection on how knowledge is constructed and applied. At Franklin, we will focus on moving students toward becoming people who reflect the characteristics of the “Learner Profile.”

## **What is the “Learner Profile?”**

These are qualities determined to be most important in creating positive and productive citizens of the world.

*What are these “Learner Profile” qualities?*

- Inquirer -- I am curious and know how to discover answers to many of my questions. I love to learn!
- Thinkers -- I use my thinking skills to make good choices and solve problems.
- Communicators -- I understand and share ideas in more than one language.
- Courageous -- I try new things, love to explore, and confidently share my experiences.
- Knowledgeable -- I explore big ideas that are important. I know and can do a lot of important things.
- Principled -- I am fair and honest. I can make good decisions about what is right and wrong for me.
- Caring -- I am concerned about other people’s needs and feelings. I believe it is important to help others.
- Open-Minded -- I am comfortable with differences. I welcome and respect other people’s points of views and ways of doing things.
- Balanced -- To be healthy, it is important for me to balance the needs of my mind and body.
- Reflective -- I think about and discuss my learning, skills, and products.

## **What are the IB “Attitudes”?**

The “Attitudes” are the daily expressions of the “Learner Profile” used by teachers in teaching and by students in their learning. “Attitude is a little thing that makes a big difference.” Winston Churchill

- Appreciation -- Seeing and being thankful for the wonder and beauty of our world.
- Commitment -- Being responsible for my learning, showing self-discipline, and perseverance. Sticking with a difficult task until it is completed.
- Confidence -- Knowing I can do it! Having courage to take risks, using what I have learned, and making good choices.
- Cooperation -- Working with others and being willing to lead or follow as needed.
- Creativity -- Using my imagination while thinking and doing things.
- Empathy -- Being able to put myself in someone else’s place in order to understand her or him.
- Enthusiasm -- Being excited about learning and life.
- Independence -- Thinking and acting on my own.
- Integrity -- Being fair and honest.
- Respect -- Showing that I can for others, our world, and myself.
- Tolerance -- Understanding, appreciating, and celebrating differences in each other.

### **What does “attitude” look like?**

- Attitude is an outwards expression of an inner feeling. Some people try to mask their attitude, but a cover doesn’t last long—attitude always finds a way to leak out.
- “It is the vanguard of your true self. Its root is inward but its fruit is outward. It is your best friend or worst enemy. It is more honest and consistent about you than your words. It is what draws people to you or repels them. It is never content until it is expressed.
- It is the librarian of your past. It is the speaker of your present. It is the prophet of your future. There is not a single part of your current life that is not affected by your attitude.
- The Difference Maker

### **So, what will my child be learning at Pine View Elementary with the IB framework?**

- Literacy standards which seek to strengthen students’ ability to read, write, listen and speak.
- Mathematics and increasing student abilities to use mathematical processes to solve problems.
- With the IB PYP at PVES, we are committed to structured inquiry as the vehicle for learning.
- Six transdisciplinary themes provide the framework for exploration and construction of knowledge. Teachers and students are guided by these transdisciplinary themes -- as they design units of inquiry for exploration and study. Through this process, students develop an understanding of important concepts, acquire essential skills and knowledge, develop particular attitudes and learn to take socially responsible action.

### **Ok, what does “transdisciplinary” mean?**

- Transdisciplinary is the word that IB uses to describe a discipline that applies across all disciplines.
- It is interconnected and can be applied across all subjects and applied to real life.
- A transdisciplinary concept stretches across math, science, English, geography and ties it all together; it is not isolated to one subject.
- For example, the idea of change affects math, science, English, geography -- the IB PYP strives to demonstrate this through learning, giving understanding to a real-life world.

### **The IB curriculum incorporates 5 essential elements:**

1. CONCEPTS -- There are 8 fundamental concepts expressed as key questions, to propel the process of inquiry. These universal concepts drive the research units—called UNITS OF INQUIRY (have you heard of this before?!)—but they also have relevance within and across all subject areas (transdisciplinary). The 8 fundamental concepts are;

- Form: What is it like?
- Function: How does it work?
- Causation: Why is it like it is?
- Change: How is it changing?
- Connection: How is it connected to other things?
- Perspective: What are the points of view?
- Reflection: How do we know?

2. SKILLS -- There are 5 sets of transdisciplinary skills acquired in the process of structured inquiry. These are: ▪ Thinking ▪ Communication ▪ Social ▪ Research ▪ Self-Management

3. ATTITUDES

- The PYP promotes attitudes that we want our Patriot students to feel, value, and demonstrate.

4. ACTION

- Our Patriot students are encouraged to reflect, to make informed choices and to take action that will help their peers, school staff, and the wider community. This is how our students demonstrate a deeper sense of learning, by applying their knowledge to service and positive action.

5. KNOWLEDGE

- The PYP recognizes that it is inappropriate and challenging to dictate what every child should know in an international environment and community. Rather than provide a fixed syllabus or curriculum, the PYP has identified themes, or areas of knowledge, which are used to organize the 6 Units of Inquiry, taught from Kindergarten through grade 4. These Units of Inquiry provide the framework for a wide variety of resources to be explored in order to accomplish the objectives within each Unit of Inquiry.

The units of inquiry are:

- Who We Are
- Where We Are in Place and Time
- How We Express Ourselves
- How the World Works
- How We Organize Ourselves
- Sharing the Planet

## **So, what actually is a “Unit of Inquiry”?**

- A Unit of Inquiry usually lasts for 6-8 weeks and the objective is to cover all 6 themes throughout the year. For example, during the Unit of Inquiry “Sharing the Planet” students may spend 6 weeks looking at the resources we have in the world and how various countries use and share and dispose of these resources. Students will answer questions like: How do these resources connect people around the world? Or, how are these resources changing and what does that mean for people?
- These concepts and questions move across all school subjects (i.e. math, English, geography, etc.) and apply to real life and the world around us.