

# 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](http://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

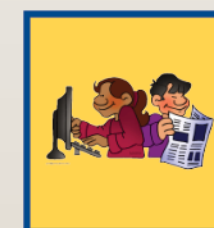
AT  
FOUNTAINHEAD  
WOCKHARDT GLOBAL  
SCHOOL (FWGS)

## FWGS LEARNER PROFILE

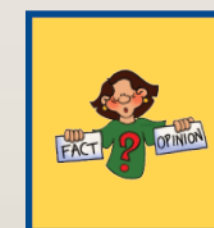
based on the IB learner profile © International Baccalaureate Organization 2013



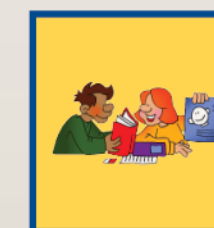
Inquirers



Knowledgeable



Thinkers



Communicators



Balanced



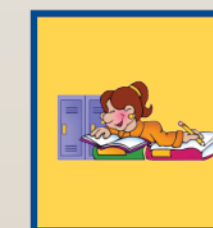
Open-minded



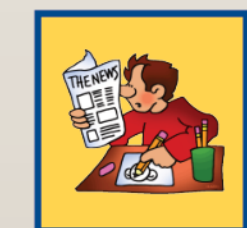
Caring



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



Rnt qbd khj 9v v v -tan-nqf

## 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**

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# LEARNING AND TEACHING IN THE PYP

## 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.

### FORM

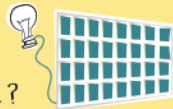
What is it like?



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

### FUNCTION

How does it work?



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

### CAUSATION

Why is it as it is?



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

### CHANGE

How is it transforming?



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

### 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.

### 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.

### 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.

## 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

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

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

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

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

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

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

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

# LEARNING AND TEACHING IN THE PYP

## 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

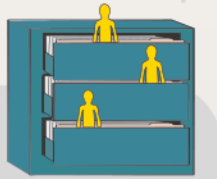
### Where We Are in Place and Time



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

