



Sanjan Nagar Public Education Trust School



Students discuss their performance with their parents in Student-Led Conference

School Vision

“Our vision is to enable children and youth to become caring, knowledgeable, and creative citizens of tomorrow for the meaningful progress of our society through an affordable holistic education experience”

INTERNATIONAL BACCALAUREATE PRIMARY YEARS PROGRAMME (PYP)

This handbook provides an introduction to the curriculum for students from Early Years to Grade 5 at Sanjan Nagar. The Information in this handbook is given in good faith as a description of the Primary Years Program for students, teachers, parents and the members of the society.

Any concerns or questions about the contents of this handbook should be directed to the PYP Coordinator.

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WHAT IS THE INTERNATIONAL BACCALAUREATE?

The International Baccalaureate (IB) offers high quality programmes of international education to a worldwide community of learners.

Mission Statement:

“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.”

One of the programmes offered by IB is the Primary Years Programme, for students aged 3 to 12. The programme focuses on the holistic development of the person as an inquirer, both in the classroom and in the world outside.

How will we be learning?

During each year of school, students in Kindergarten to Grade 5 experience six different units of inquiry and spend approximately six weeks on each unit.

During each year of school, students in grade 1 to grade 5 experience six different units of inquiry and spend approximately six weeks on each unit. Early childhood experience four units of inquiry throughout each school year. All units explore the trans-disciplinary themes of inquiry.

TRANS-DISCIPLINARY SKILLS

It is important for all teachers to foster and support the development of skills by providing opportunities embedded in authentic learning experiences; it is particularly relevant for teachers of the younger students to interpret this expectation in ways that are appropriate for their group of learners.

When learning about and through the subject areas, students acquire the particular skills that define the discipline of those subjects. For example, in language the students become literate, and in mathematics they become numerate. The acquisition of literacy and numeracy, in its broadest sense, is essential, as these skills provide students with the tools of inquiry. Nonetheless, the PYP position is that, in order to conduct purposeful inquiry and in order to be well prepared for lifelong learning, students need to master a whole range of skills beyond those normally referred to as basic. These include skills, relevant to all the subject areas and also transcending them, needed to support fully the complexities of the lives of the students.



1. Thinking Skills:

Acquisition of knowledge, comprehension, application, analysis, synthesis, evaluation, dialectal thought and metacognition

3. Social Skills:

Accepting responsibility, respecting others, cooperating, resolving conflict, group decision-making and adopting a variety of group roles

5. Communication Skills:

Listening, speaking, reading, writing, viewing, presenting and non-verbal communication

2. Self-Management Skills:

Gross motor skills, fine motor skills, spatial awareness, organization, time management, safety, healthy lifestyle, codes of behavior and informed choices.

4. Research Skills:

Formulating questions, observing, planning, collecting data, recording data, organizing data, interpreting data and presenting research findings

Six trans-disciplinary themes

These themes provide IB World Schools with the opportunity to incorporate local and global issues into the curriculum and effectively allow students to “step up” beyond the confines of learning within subject areas.

- **Who we are**

Inquiry into the nature of the self; beliefs and values; person, physical, mental, social and spiritual health; human relationships including families, friends, communities, and cultures; rights and responsibilities; what it means to be human.

- **Where we are in place and time**

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

- **How we express ourselves**



Inquiry into the ways in which we discover and express ideas, feelings, nature, culture, beliefs and values; the ways in which we reflect on, extend and enjoy our creativity; our appreciation of the aesthetic.

- **How the world works**

Inquiry into the natural world and its laws, the interaction between the natural world (physical and biological) and human societies; how humans use their understanding of scientific principles; the impact of scientific and technological advances on society and on the environment

- **How we organize ourselves**

Inquiry into the interconnectedness of human-made systems and communities; the structure and function of organizations; societal decision-making; economic activities and their impact on humankind and the environment

- **Sharing the planet**

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

Each unit also develops the following ***five essential elements***:

1. Knowledge

2. Skills: social, communication, thinking, research and self management

3. Concepts

- 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?
- Responsibility: What is our responsibility?
- Reflection: How do we know?

4. Attitudes: The attitudes we encourage towards people, the environment and learning are:

- Appreciation
- Commitment
- Confidence
- Cooperation



- Creativity
- Curiosity
- Empathy
- Independence
- Integrity
- Respect
- Tolerance

5. Action: We encourage our students to take action from their learning. This action may extend the child's learning or it may have a wider social impact.

How will my child be learning?

The PYP focuses on inquiry-based teaching and learning. It allows students to be "actively involved in their own learning and to take responsibility for that learning. Inquiry allows each student's understanding of the world to develop in a manner and at a rate that is unique to that student".

Inquiry 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
- Analyzing situations they come across everyday and the current issues
- Reflecting everyday experiences
- Presenting their point of view
- Solving problems in a variety of ways.

How will I know how my child is doing?

Students and teachers are actively involved in assessing students' progress. Assessment involves the gathering and analysis of student performance and is designed to inform teaching and learning. It identifies what students know, understand, can do, and feel at different stages



in their learning.

We use various **tools and strategies** to assess a student's progress. Some of these **strategies** **are;**

- Observations
- Performance
- oral/slide show presentation
- models
- debates
- Role-plays
- Conversations
- Conference interviews
- true/false
- Card
- Matching
- Multiple-choice
- Illustrations
- Charts

These are some of the ***assessment tools;***

- Rubrics: student and/or teacher-designed criteria
- Benchmarks
- Checklists
- Anecdotal records: brief written notes based on observations of students
- Continuums: which show a progression of achievement or identify where a student is.

We will report on your child's progress in the following ways:

- Written report
- Parent-Teacher Conferences
- Student-Led Conference - involving the student and parent. The students are responsible for leading the conference, they discuss and reflect upon their learning that they have previously chosen to share with their parents
- Regular correspondence (email, notes, class unit) from class teacher.

How can I support my child's learning?

We expect you to support your child's learning and will ask you every half-term to do some of the following with your child:

- Encourage independence, organizational and time management skills
- Discuss the unit of inquiry



- Discuss the profiles and attitudes that are being worked on
- Read Diary
- Visit the local library and encourage your child to select a variety of books to read
- Ensure that your child completes their homework
- Encourage maths concepts in everyday life (eg: when cooking/shopping) and practice timestables (Grades 2-5)
- Playing games together
- Write diaries, poems, stories together.

THE IB LEARNER PROFILE

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

Inquirers:

They develop their natural curiosity. They acquire the skills necessary to conduct inquiry and research and show independence in learning. They actively enjoy learning and this love of learning will be sustained throughout their lives.

Knowledgeable:

They explore concepts, ideas and issues that have local and global significance. In so doing, they acquire in-depth knowledge and develop understanding across a broad and balanced range of disciplines.

Thinkers:

They exercise initiative in applying thinking skills critically and creatively to recognize and approach complex problems, and make reasoned, ethical decisions.

Communicators:

They understand and express ideas and information confidently and creatively in more than one language and in a variety of modes of communication. They work effectively and willingly in collaboration with others.

Principled:

They act with integrity and honesty, with a strong sense of fairness, justice and respect for the dignity of the individual, groups and communities. They take responsibility for their own actions and the consequences that accompany them.



Open-minded:

They understand and appreciate their own cultures and personal histories, and are open to the perspectives, values and traditions of other individuals and communities. They are accustomed to seeking and evaluating a range of points of view, and are willing to grow from the experience.

Caring:

They show empathy, compassion and respect towards the needs and feelings of others. They have a personal commitment to service, and act to make a positive difference to the lives of others and to the environment.

Risk-takers:

They approach unfamiliar situations and uncertainty with courage and forethought, and have the independence of spirit to explore new roles, ideas and strategies. They are brave and articulate in defending their beliefs.

Balanced:

They understand the importance of intellectual, physical and emotional balance to achieve personal well-being for themselves and others.

Reflective:

They give thoughtful consideration to their own learning and experience. They are able to assess and understand their strengths and limitations in order to support their learning and personal development.

PYP Exhibition

At the end of Grade 5 all students participate in the Primary Years Programme Exhibition. It is the culminating event in the life of a PYP school and student: an opportunity for students to exhibit the attributes of the IB Learner Profile that they have been developing throughout their engagement with the PYP and to celebrate their transition from Primary to Middle/Secondary school.

The PYP Exhibition presents an occasion for students to demonstrate their abilities to be self-directed learners requires students to synthesise their prior learning and apply it to an unfamiliar situation, thus providing an appropriate assessment strategy for real understanding. It provides an opportunity for greater involvement and for the School community as a whole to gain more insight into the PYP programme. Exhibition



- facilitates all of the student profiles and attributes (most of all risk-taking)
- focuses on all key questions that drive the inquiry (form, function, causation, change, connection, perspective, responsibility, and reflection)
- requires the application of all the trans-disciplinary skills
- incorporates all the trans-disciplinary themes
- offers opportunities to develop positive attitudes
- allows for positive “action” contribution by students.

After the PYP, What next?

We will be looking forward to our school evolving towards the MYP (Middle Years Program-for students aged 11-16) and Diploma Program (for students aged 16-19) for the better future of our new generation as a progressive international minded responsible citizens.