
PYP Parent Information Evening 2019

PYP at TNIS



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.

What IB believe international education to be:

- The mission statement expresses the IB's **overall purpose** as an organisation promoting and developing programmes of international education.
 - **International-mindedness:** The PYP perspective sets out IB's beliefs and values defined by the outcomes of student learning in PYP schools.
 - The IB defines this learning through a **learner profile** that encompasses the aims of the curriculum.
 - The learner profile is central to the PYP definition of what it means to be internationally minded, and it directs schools to **focus on the learning in a appropriate and achievable way** for primary years students.
 - **Policies and practices** within PYP schools that are worth examining and developing further as we strive to become ever more internationally minded communities of learners.
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What is a PYP school?

It is a school, that regardless of location, size or constitution, strives towards developing and internationally minded person.

What is an internationally minded person?

It is a person who demonstrates the attributes of the IB learner profile.

Our Learner Profile

As B learners, we strive to be...

Our Learner Profile

As B learners, we strive to be...

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 actively 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.



inquirers

We cultivate our curiosity, developing skills for inquiry and research.

We have the inclination 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, acquiring knowledge about a range of disciplines.

We engage with issues and ideas that have local and global significance.



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.



global 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.



courageous

We approach uncertainty with confidence and determination, we work respectfully, and responsibility to support our ideas and innovative strategies.

We are resilient and confident in the face of challenges and change.

You are here learning.

Your comfort zone!



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.



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.



The Learner Profile Attributes



What do we want to learn?

Essential elements of the written curriculum

Specific information on these are found in the Making the PYP Happen document available for your perusal from TNIS

- **Knowledge** - what do we want students to know about (pg 11).
Transdisciplinary themes: *Who We Are, Where We Are in Place and Time, How we Express Ourselves, How the World Works, How we Organise Ourselves, Sharing the Planet.*
 - **Concepts** - what do we want the students to understand (pg 15).
7 concepts: *Form, function, causation, change, connection, perspective, responsibility.*
 - **Approaches to Learning** - what do we want students to be able to do? (pg 20).
Thinking, social, communication, self-management, research. This merges with the New Zealand Curriculum Key competencies.
 - **Action** - how do we want our students to act? (pg 25)
An explicit expectation of the PYP is that successful inquiry will lead to responsible action, initiated by the student voluntarily as a result of the learning process.
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The taught curriculum

The PYP curriculum is defined broadly to include an approach to teaching and learning, in recognition of the fact that, in practice, the two are inextricably linked. The taught curriculum is the written curriculum in action.

How do we plan for this kind of learning?

PYP Planner - for use by all teachers whose teaching is organised around the exploration of the central idea - used at TNIS with the “bubble” planner (pg 37).

Reflecting on the inquiry at the end of the UOI - how effective planning was and student learning.

Assessment

Assessing a student's prior knowledge and experience as well as monitoring their achievement during the teaching period enables teachers to plan and refine their teaching accordingly.

A well designed learning experience will provide data on students' knowledge, skills and conceptual understanding, and is consequently a vehicle for summative and formative assessment.

Summative assessment is the culmination of teaching and learning. It measures understanding of the central idea, and prompts students towards action.

Formative assessment provides information used in order to plan the next stage of learning, providing a platform for regular feedback and reflection

Assessment

The PYP approach to assessment recognises the importance of assessing the process of inquiry as well as the product(s) of inquiry, and aims to integrate and support both.

The teacher is expected to record the details of inquiries initiated by students in order to look for an increase in the substance and depth of the inquiry.

Assessment components

Assessing - how we discover what the students know and have learned.

Recording - how we choose to collect and analyse data.

Reporting - how we choose to communicate information.

Programme of Inquiry

How the World Works	Who We Are	How We Express Ourselves	Sharing the Planet	Year 8: PYP Exhibition Year 7: Where We Are in Place and Time	How We Organise Ourselves
Science	Health	The Arts	Science	Social Sciences	Social Sciences
Energy may be converted, transferred and used to support humankind to do work	There are various ways in which we can help to keep healthy and safe.	People use various forms of expression to provoke and create change	People can make choices to support the sustainability of the Earth's resources	Year 7: There are local and global responses to meet needs Year 8: Successful inquiry leads to responsible action	The decisions that people make influence economic activities
Function Form	Responsibility Causation Connection	Change Perspective	Responsibility Perspective Form	Perspective Change	Connection Function Responsibility
The relationship between forces and energy Energy/forces in their converted state can be used to support humankind. Investigating through science	Making responsible choices Maintaining our wellbeing Conflict resolution	Creativity is used to reflect personal beliefs, cultures, and perspectives The impact and role of the media Taking action through The Arts	The impact of people's choice on Earth's finite and infinite resources The cycles of the planet The balance between meeting human needs and the use of limited resources	Year 7: The impact that service has on all stakeholders The issues that have provoked action The different ways people take action Year 8: An inquiry into... 1. your issue/real-life problem 2. possible actions that could make meaningful change 3. an evaluation of the effectiveness of your action These should all be interrelated (Act/Choose/Reflect)	The connection between supply and demand Different economic systems and marketplaces How ethics affect the marketplace

Student Agency





PYP Exhibition

Transdisciplinary Themes made easy...

[Early Man](#)

Programme of Inquiry 2019

Transdisciplinary Theme	How the World Works	Who We Are	How We Express Ourselves	Sharing the Planet	Year 8: PYP Exhibition Year 7: Where We Are in Place and Time	How We Organise Ourselves
Major Curriculum Focus	Science	Health	The Arts	Science	Social Sciences	Social Sciences
Central Idea	Energy may be converted, transferred and used to support humankind to do work	There are various ways in which we can help to keep healthy and safe.	People use various forms of expression to provoke and create change	People can make choices to support the sustainability of the Earth's resources	Year 7: There are local and global responses to meet needs Year 8: Successful inquiry leads to responsible action	The decisions that people make influence economic activities
Key Concepts	Function Form	Responsibility Causation Connection	Change Perspective	Responsibility Perspective Form	Perspective Change	Connection Function Responsibility
Related Concepts	Energy Work Machines Forces Innovations Structures	Safety Interactions Wellbeing Collaboration Actions Identity Theft Hauora	Identity Communication Media Fake News Self expression Action Debates	Water cycle Soil Quality - Rock Cycle Air Quality Global warming Sustainability Space Junk	Non Governmental Organisations Service Learning Philanthropy Charity	Marketplace Not for profit Koha Supply and demand Ethics