



WELCOME BHS Parents



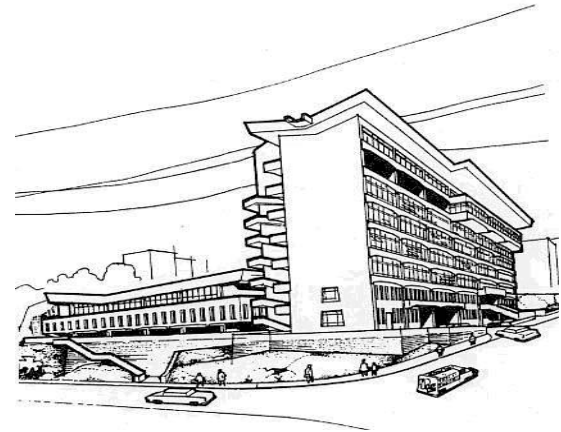
Primary Years Programme (PYP)
Information Evening

31st August 2010



Today....

- Share the history and purpose of the IB
- Explain what an international curriculum is
- Describe the elements of the PYP
- Suggest how parents can help their child at home
- Answer your questions



+ History of the IB

1968 - Diploma Programme (DP)

1994 - Middle Years Programme (MYP)

1997 Primary Years Programme (PYP)



The programmes are available through 2,731 IB Schools in 138 countries.

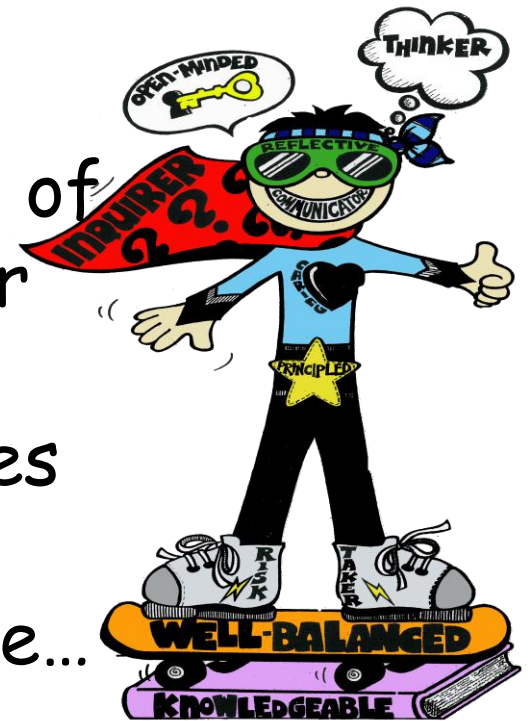
+ What makes the International Baccalaureate unique?

- ❖ Pulls together best practice from around the world
- ❖ Learn a second language and the skills to live and work with others
- ❖ Focuses on the students and learning
- ❖ Explicit international-mindedness ...



+ What makes the International Baccalaureate unique?

We encourage and promote international mindedness through development of personal attributes of the **IB learner profile**. The learner profile represents the qualities of internationalism which the PYP hopes will characterize its students in a complex, challenging world. They are...





Inquirers



Acquire the skills necessary to conduct purposeful, constructive research.





Thinkers

Exercise initiative in applying thinking skills critically and creatively to make sound decisions and to solve complex problems.





Communicators



Receive and express ideas and information confidently in more than one language, including the language of mathematical symbols.





Risk takers

Who approach unfamiliar situations without anxiety

Who have confidence and independence of spirit to explore new roles, ideas and strategies

Who are courageous and articulate in defending things in which they believe





Knowledgeable

- Who have spent time in school exploring themes with global relevance and importance
- Who acquired a critical mass of significant knowledge





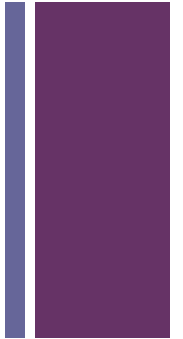
Principled

- Who have a sound grasp of the principles of moral reasoning
- Who have integrity, honesty and a sense of fairness and justice





Caring



- Show sensitivity towards the needs and feelings of others
- Have a personal commitment to action and service





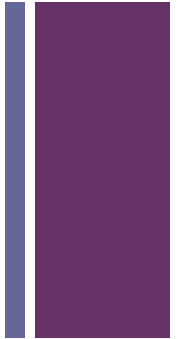
Open-minded

- Respect the views, values and traditions of other individuals and cultures.
- Are accustomed to seeking and considering a range of points of view.





Balanced



Understand the importance of physical and mental balance and personal well-being.





Reflective

- Give thoughtful consideration to their own learning.
- Analyse their personal strengths and weaknesses in a constructive manner.



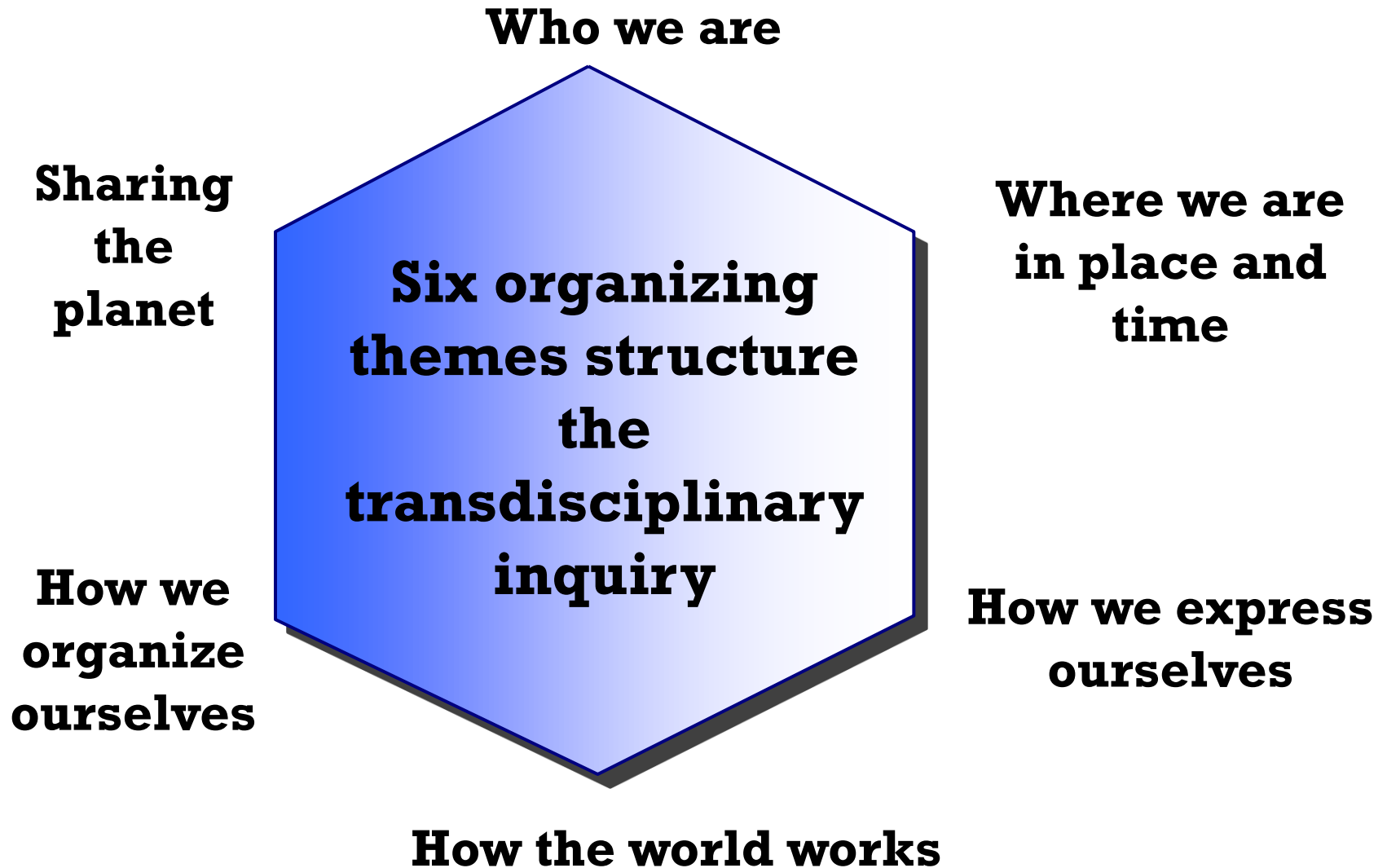
+ What do we know about learning?

“To be truly educated, a student must also make connections across the disciplines, discover ways to integrate the separate subjects, and ultimately relate what they learn to life”

Boyer 1995



Transdisciplinary inquiry



+ *Who we are*

An inquiry into:

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

- **Central idea:**
- We are all unique
- **Key concepts:** form, reflection
- **Related concepts:** feelings, senses, diversity
- **Lines of inquiry:**
 - How humans are the same
 - What makes me unique
 - Positive contributions we can make to our community

+ *Where we are in place and time*

An inquiry into:

- orientation in place and time
- personal histories
- homes and journeys
- the discoveries, explorations and migrations of humankind
- the relationships between and the interconnectedness of individuals and civilizations, from local and global perspectives.

Central idea:

We all have personal histories

Key concepts:

perspective, form

Related concepts: history, diversity, family, similarities

Lines of inquiry:

- My own personal histories
- My family history
- Similarities and differences among our lives

+ *How we express ourselves*

An 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.

Central idea:

People tell stories in different ways and for different reasons

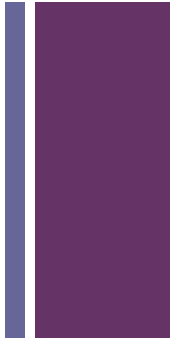
Key concepts: form, perspective

Related concepts: communication, representation, interpretation

Lines of inquiry:

- The reasons people tell stories
- The different ways stories are told and retold around the world
- How we respond to different stories

+ *Transdisciplinary theme: How the world works*



An 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.

Central idea:

The Earth is always moving and this affects our daily lives

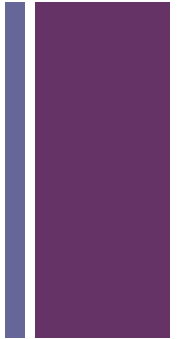
Key concepts: form, causation

Related concepts:, seasons, solar system, time

Lines of inquiry:

- Seasonal changes
- Day and night
- Lunar Festivals

+ *How we organise ourselves*



An inquiry into:

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

Central idea:

Systems help our communities work

Key concepts: function, responsibility, connection

Related concepts: systems, roles, community, rules

Lines of inquiry:

- Our school community
- The roles people play
- Systems in our community

+ *Sharing the planet*

An inquiry into:

- rights and responsibilities in the struggle to share finite resources with other people, and with other living things
- communities and the relationships within and between them
- access to equal opportunities
- peace and conflict resolution.

Central idea:

Living things share the world and effect each others' lives

Key concepts:

function, responsibility

Related concepts:

classification, consequences, impact and growth

Lines of inquiry:

- Characteristics of living things and life cycles
- The needs of living things
- Our responsibility for the well-being of living things

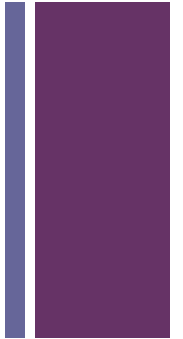
+ Skills

What skills do we want PYP students to possess?

- Social Skills
- Research Skills
- Communication Skills
- Self-management Skills
- Thinking Skills



+ PYP Attitudes

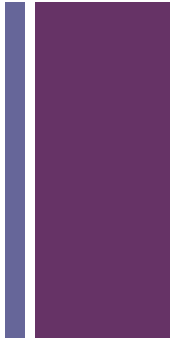


- Appreciation
- Commitment
- Confidence
- Cooperation
- Creativity
- Curiosity
- Empathy
- Enthusiasm
- Independence
- Integrity
- Respect
- Tolerance

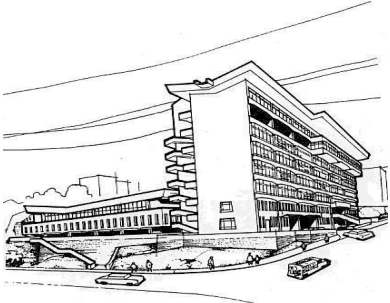
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Action:

- Education must extend beyond the intellectual to include not only socially responsible attitudes but also thoughtful and appropriate action.
- We offer PYP students the opportunity and the power to choose to act; to decide on their actions; and to reflect on these actions in order to make a difference in and to the world.

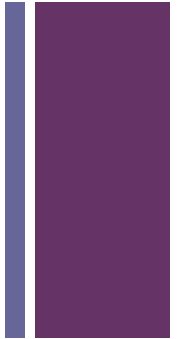


PYP Subject Strands

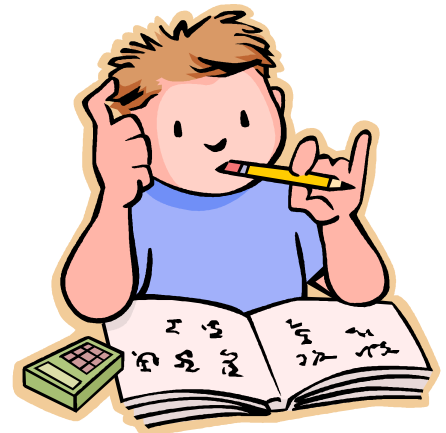
<p>Language:</p> <ul style="list-style-type: none">•Oral Communication-speaking and listening•Written Communication-writing and reading•Visual Communication-viewing and presenting	<p>Mathematics:</p> <ul style="list-style-type: none">•Data handling•Measurement• shape and space•pattern and functioning•number	<p>Physical Education:</p> <ul style="list-style-type: none">•Body control and spatial awareness•Adventure challenge•Athletics•Movement to music•Games•Gymnastics•Health related activities
<p>Music:</p> <ul style="list-style-type: none">•Performing-singing•Performing-playing instrument•Creating and composing•Notation•Listening and appreciation	<p>Visual Arts:</p> <ul style="list-style-type: none">•Creative processes•Elements of art and design•Visual arts in society•Reflection and appreciation	<p>Personal and Social Ed:</p> <ul style="list-style-type: none">•Self concept•Health and safety•Interaction with others•Organization for learning
<p>Science and Tech:</p> <ul style="list-style-type: none">•Living Things•Earth and Space•Materials and Matter• Forces and Energy		<p>Social Studies</p> <ul style="list-style-type: none">•History•Society•Geography

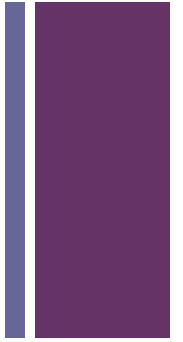


You can help your child by:



- ◆ Maintaining regular contact with the school.
- ◆ Sharing books with your child.
- ◆ Supporting your child's Mother Tongue (first language)
- ◆ Assisting your child with projects.
- ◆ Providing an appropriate setting and structured routine for doing homework.
- ◆ Ensuring your child gets a balance of study, play and rest/sleep.





Questions

