

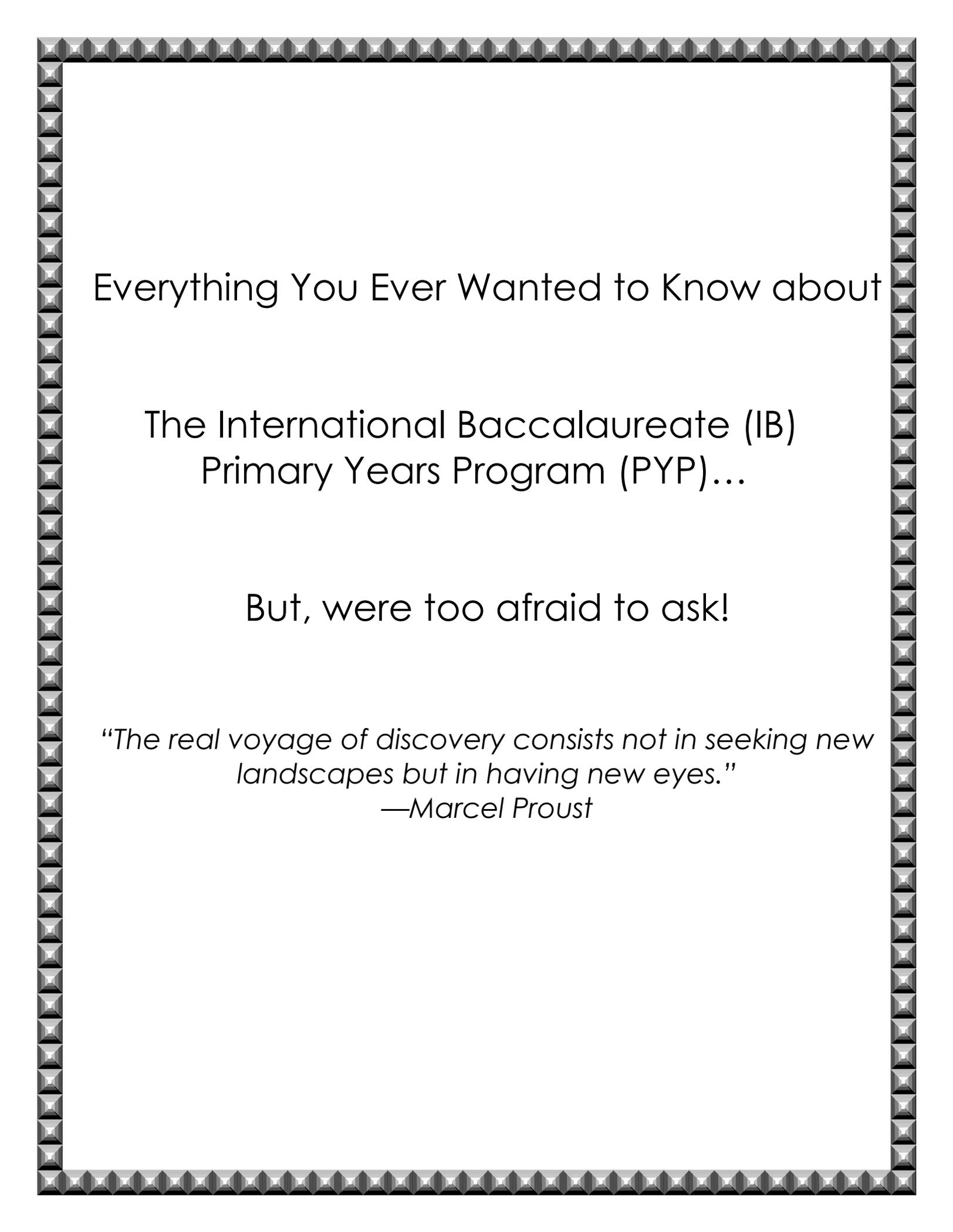
- CWA Parent Handbook -



The International Baccalaureate PYP  
**A Guide for**

# Dummies

Revised April, 2016

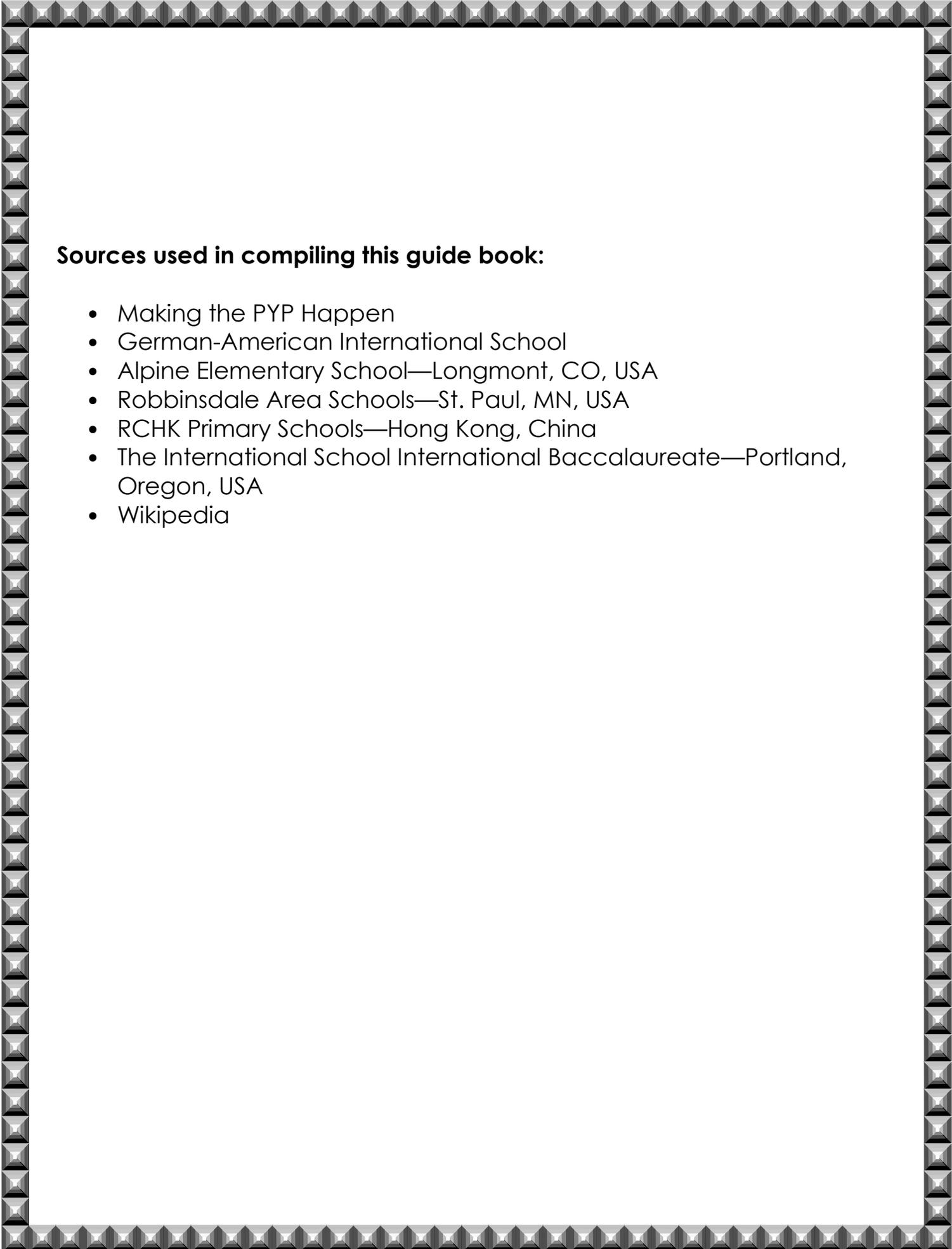


Everything You Ever Wanted to Know about

The International Baccalaureate (IB)  
Primary Years Program (PYP)...

But, were too afraid to ask!

*“The real voyage of discovery consists not in seeking new  
landscapes but in having new eyes.”*  
—Marcel Proust



**Sources used in compiling this guide book:**

- Making the PYP Happen
- German-American International School
- Alpine Elementary School—Longmont, CO, USA
- Robbinsdale Area Schools—St. Paul, MN, USA
- RCHK Primary Schools—Hong Kong, China
- The International School International Baccalaureate—Portland, Oregon, USA
- Wikipedia



### **What is the International Baccalaureate Organization?**



- It is a non-profit educational and non-governmental (NGO) organization of UNESCO. The IB's alliance with UNESCO encourages the integration of its educational goals into the IB curriculum.
- It was established in 1968 in Geneva, Switzerland.
- It is governed by a 16-member council and is funded by fees from IB World Schools.
- The IBO offers three programs of international education for students aged 3-19 years old:
  - The Diploma Program at the high school level (grades 9-12).
  - The Middle Years Program (MYP) (students 11-16 years old).
  - The Primary Years Program (PYP) (for students 3-12 years old).
- On 1 February 2016, there were 5,578 programmes being offered worldwide, across 4,335 schools



### **What's the story behind the IBO?**



Marie Therese Maurette created the framework for what would eventually become the IB Diploma Programme, in 1948, when she wrote *Is There a Way of Teaching for Peace?*, a handbook for UNESCO. In the mid-1960's, a group of teachers from the International School of Geneva (Ecolint) created the International Schools Examinations Syndicate (ISES), which would later become the International Baccalaureate Organization (IBO). The IB headquarters were officially established in Geneva, Switzerland, in 1968, for the development and maintenance of the Diploma Programme, which provided internationally acceptable university admission qualifications for young people whose parents worked as diplomats or with international and multi-national companies.



### **What is an IB 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:

- 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 that mean at CWA?**



It means our CWA students are 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 worldwide knowledge “at home” (so to speak, in whichever country where you live and go to school).



### ***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.



### ***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 CWA, we focus on moving students toward becoming people who reflect the characteristics of the “Learner Profile.”



### ***Who is an “internationally minded” person?***



According to the IB PYP, an “internationally minded” person is someone who demonstrates the attributes 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.



### ***But, what does it mean, “Profile?”***



HINT: Think Facebook. A profile is the description of a person’s qualities, values, and characteristics.



### ***What are these “Learner Profile” qualities?***



- **Inquirers**—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.
- **Risk Takers**—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 to 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.
- **Curiosity**--- Being curious about the nature of learning, about the world, its people and culture.
- **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 outward 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. And your future will definitely be influenced by the attitude you carry with you from today forward.”***

***—The Difference Maker***



### So, what will my child be learning at CWA?



With the IB PYP at CWA, 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 the design for 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, French, and 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:

- **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?**
- **Responsibility: What is our responsibility?**

- **SKILLS**—There are 5 sets of transdisciplinary skills acquired in the process of structured inquiry. These are:

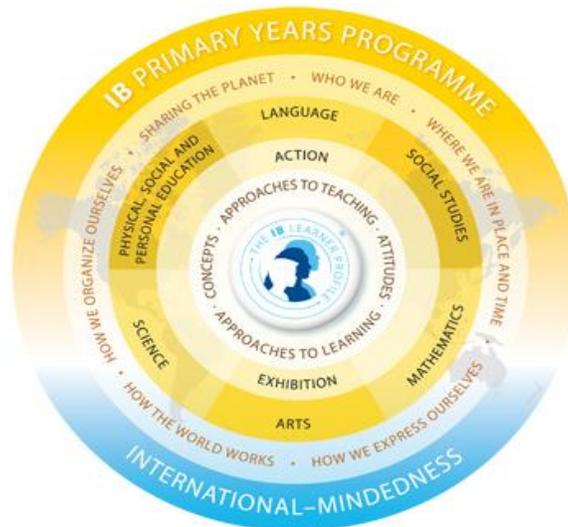
- Thinking
- Communication
- Social
- Research
- Self-Management

- **ATTITUDES**—The PYP promotes attitudes that we want our CWA students to **feel, value, and demonstrate.**

- **ACTION**—Our CWA 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.
- **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 early childhood through grade 5. These **Units of Inquiry** provide the framework (as opposed to a text book curriculum) for a wide variety of resources to be explored in order to accomplish the objectives within each **Unit of Inquiry**:
  - 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



Here is a diagram of **how** IB learners strive to be inquirers, risk-takers, knowledgeable, principled, open-minded, caring, balanced, and reflective.



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

A **Unit of Inquiry** usually lasts from 4 to 6 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 4 to 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, French, Geography, etc.) and apply to real life and the world around us.



### ***And, how does CWA implement these Units of Inquiry?***



These Units of Inquiry, provide a framework on which our teachers build students' knowledge. With the IB PYP, the priority is not on using a set of textbooks, but rather the emphasis is on a wide variety of resources from which teachers and students extract knowledge, develop understanding, and explore ways of applying that to real life.



### ***What resources does CWA use, if there are no textbooks/workbooks?***



CWA has a wide variety of resources available:

- All students have access to latest technology available.
- We have a variety of textbooks recommended by our School Board for English, French, Geography and History, Ethics and Religious Culture (ERC) classes, etc...
- We have a well-equipped Computer lab and a Library that is regularly upgraded with new books.



### ***Why not use textbooks/workbooks? It seems more systematic?***



The IB PYP philosophy believes that students learn best through authentic inquiry. While there is certainly a place in the curriculum for textbooks and workbooks, CWA uses a wide range of resources that best cater to our students' individual needs and learning styles. The IB PYP also recognizes that it is not knowledge alone that makes a learner successful, but the skills and attitudes they develop along the way.



### ***How are students at CWA evaluated?***



Students at CWA are assessed in a variety of ways, including tests, exams, projects, oral presentations and written reports. Assessment in the IB PYP is "criterion referenced." This means students are scored against standards, not against each other (or at the teacher's whim). Teachers will give the students a rubric on larger assignments that explains to the students what is expected of them. The rubric states what the criteria are for the assignment (in a paper, for instance) and what the score will be for addressing or not addressing each point in that criteria. The rubric allows students to "buy into" their grades and take ownership of their effort and learning.



### ***Please tell me what a RUBRIC is?***



A rubric defines what are the standards or requirements that need to be accomplished in order to achieve the overall target or goal. Here is a way to think about it: Let's say you're planning to go out to buy a pair of jeans, but before you do, you sit down to come up with some criteria for the pair of jeans you hope to buy. Some of the criteria may include cost, style, color, and brand.



## Okay—so, show me a Rubric!

Here is an example of a Rubric from our Grade 5 class:

### Fictional Narrative Rubric

<p><b>HISTORICAL FACTS</b></p> <p>All information used in narrative is based on what we have learned about immigration during this unit.</p> <p>/20</p>	<p><b>HISTORICAL FACTS</b></p> <p>Most of the information used in narrative is based on what we have learned about immigration during this unit.</p> <p>/18</p>	<p><b>HISTORICAL FACTS</b></p> <p>Some of the information used in narrative is based on what we have learned about immigration during this unit</p> <p>/16</p>	<p><b>HISTORICAL FACTS</b></p> <p>Little of the information used in narrative is based on what we have learned about immigration during this unit</p> <p>/14</p>	<p><b>HISTORICAL FACTS</b></p> <p>The information used in narrative is not based on what we have learned about immigration during this unit</p> <p>/11</p>
<p><b>Organization</b></p> <p>The story has a clear beginning, middle, and end. The story follows a logical sequence. It surpasses expectations.</p> <p>/20</p>	<p><b>Organization</b></p> <p>The story has a clear beginning, middle, and end. The story follows a logical sequence. It easily meets expectations.</p> <p>/18</p>	<p><b>Organization</b></p> <p>The story has a clear beginning, middle, and end. The story follows a logical sequence. It may be somewhat short or missing one of the elements requested</p> <p>/16</p>	<p><b>Organization</b></p> <p>The story has a clear beginning, middle, and end. It may be too short or missing more than one of the elements requested. Some improvement required.</p> <p>/14</p>	<p><b>Organization</b></p> <p>The story lacks in organization and is difficult to follow. Much improvement is required.</p> <p>/11</p>
<p><b>Grammar &amp; Spelling</b></p> <p>There are few or no errors in mechanics, usage, grammar, or spelling</p> <p>/10</p>	<p><b>Grammar &amp; Spelling</b></p> <p>There are some errors in mechanics, usage, grammar, or spelling</p> <p>Spelling</p> <p>/8</p>	<p><b>Grammar &amp; Spelling</b></p> <p>There are many errors in mechanics, usage, grammar, or spelling</p> <p>/6</p>	<p><b>Grammar &amp; Spelling</b></p> <p>There are too many errors in mechanics, usage, grammar, or spelling. These make the story hard to understand</p> <p>/4</p>	<p><b>Grammar &amp; Spelling</b></p> <p>The numerous errors in grammar and spelling interfere with meaning.</p> <p>/2</p>
<p><b>Learner Profile</b></p> <p>Reflections are insightful. The student was able to identify and justify the learner profile and attitudes (3) chosen. /20</p>	<p><b>Learner Profile</b></p> <p>Reflections are well formulated. The student was able to identify and justify the learner profile and attitudes (3) chosen. /18</p>	<p><b>Learner Profile</b></p> <p>Reflections are satisfactory. The student was able to identify and justify the learner profile and attitudes (2) chosen. /16</p>	<p><b>Learner Profile</b></p> <p>Reflections need improvement. The student was able to identify but could not justify the learner profile and attitudes (2 or 3) chosen. /20</p>	<p><b>Learner Profile</b></p> <p>Reflections are not evident. The student was unable to identify and/or could not justify the learner profile and attitudes (2 or 3) chosen. /20</p>



### ***Explain to me a little more about how my child will be assessed at CWA?***

At CWA, each Unit of Inquiry allows students opportunities to demonstrate that learning is taking place—that there are shifts, if you will, in their understanding. This may look different across all subject areas—however, this shift in understanding is not always best demonstrated through a piece of written work or a traditional exam. Students may be asked to put together a final project, draw, act out a performance, do a presentation, or some other way to show what they have learned. The goal is for our students to demonstrate that learning has taken place by showing what they understand and how they are applying that understanding to real life and the world around them. Authentic learning cannot always be demonstrated through traditional tests or exams.

At CWA, we believe that assessment is the continuation of the learning process. It is NOT assessment of learning, but it is assessment **for** learning. The point is that our CWA students are able to apply their learning to the world around them.



The IB views assessment as needing to be authentic, essential, rich, engaging, and feasible—it should incorporate students in the process of evaluating their learning. “**Formative**” assessment is interwoven into the daily lessons and learning—this ongoing process of “checking in” between teachers and students, helps both teachers and students find out what they already know, in order to plan for the next stage of learning. “**Formative**” assessment and teaching are directly linked; effective learning cannot take place without one or the other. “**Summative**” assessment takes place at the end of the teaching and learning process—this is the time that students have the opportunity to demonstrate their understanding and application of what has been learned.



### ***What is the homework load like? How much homework should a child have outside of school?***



Keeping in mind that each child is different, the homework assigned is not overwhelming **AND** kids still have time for a variety of after school activities. Long-term and large projects are given ample time and warning to complete.



### ***How can parents help students with schoolwork?***



Follow up daily with your child to see what homework they have. Help reinforce at home the program requirements that the student fills out their School Agenda or Plan de travail each day, for every subject. Help your student schedule time so they don't feel overwhelmed. Realize that you will probably help them with (**not do**) some of their larger projects. Example: Some parents will make a trip with their child to the library, or help them create display boards for presentations. Most parents will find pleasure or pride in helping their child grow in this way, as they together to do larger projects.



### **How can you, as a PARENT, get involved?**

Did you ask a good question today?

- Volunteer in your child's classroom, the library, in the computer lab, for Field trips, etc.
- Portfolios are a part of documenting student growth and reflections over the course of the students' elementary career. Your child will show you his/hers at every reporting period.
- Collaboration with the community, through partnerships, which are mutually beneficial to our school and the community.
- You are always welcome at CWA! We need your support and assistance to make our school the great place that it is!



In the end, here is a summary of what the IB PYP is:

*"The whole art of teaching is only the awakening of the natural curiosity of young minds."  
—Anatole France*

*"I cannot teach anybody anything; I can only make them think."  
—Socrates*

And this sums up what the IB PYP is NOT:

*"It is possible to store the mind with a million facts and still be entirely uneducated."  
—Alec Bourne*

*"Passive acceptance of a teacher's wisdom is easy for most boys and girls. It involves no effort of independent thought."  
—Bertrand Russell*



This means that at CWA, with the IB PYP,

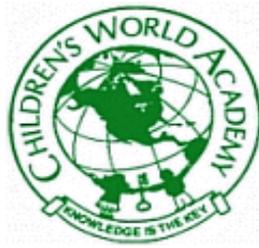
Our students in all grades have the opportunity to own their learning. Our teachers do not "cover" a subject or "give" a lesson. At CWA our students take the lesson or learning process—they do it, make it, and experience it. Our students ask questions and learn how to find the answers to those questions and apply to their lives and the world around them. With the IB PYP, CWA students see how things are connected in a real way, rather than simply being fragmented into school subjects.



So, in the end, what makes the IB PYP so effective at CWA?

We are a truly international community and we are committed to the IB philosophy that students need to be at the center of real life learning by using their natural curiosity.

The IB PYP model fits well with our goals, at CWA, to guide our students to be internationally minded with a passion for life-long learning.



## *Mission Statement of Children's World Academy*

Children's World Academy is a microcosm of the world. The mission of the school is:

- ❖ To educate the whole child, developing each student's intellectual, social, emotional, spiritual and physical competencies.
- ❖ To encourage students to become active, compassionate and responsible human beings who are respectful of the plurality of cultures and religious beliefs.
- ❖ To nurture intellectual curiosity and actively involve students in developing good work habits, positive attitude and critical thinking in order to become lifelong learners.
- ❖ To provide students with opportunities to connect the experiences of the classroom to the world outside.
- ❖ To continue to provide a peaceful teaching and learning school environment via our attitudes and conflict management/peer mediation programs.



## *IB 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.

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.

