



St Mark's

St Mark's School and Preschool

Parent Information Session about Primary Years Programme (PYP)





St Mark's

Why PYP?

10 Reasons

Primary Years Programme

why the IB Primary Years Programme (PYP) is ideal for students to become active, lifelong learners

- 1 It encourages students to inquire**
The PYP fosters natural curiosity and learning in creative, supportive and collaborative environments.
- 2 Understanding a complex and interdependent world**
PYP students create meaning for themselves and build understanding through exploring real-world issues.
- 3 PYP students are confident communicators**
PYP students learn to communicate in a variety of ways and in more than one language.
- 4 Learning how to learn**
PYP students work collaboratively with teachers and other students to plan, present and assess their own learning.
- 5 It encourages international-mindedness**
Collaboration and understanding of their own and other cultures are an important focus of the PYP — students learn how to be respectful and open-minded.
- 6 Seeing things from different perspectives**
PYP students use critical and creative thinking to develop knowledge, understanding and skills within and across subject areas.
- 7 Students take action**
PYP students believe they are able to grow and succeed. They make appropriate choices and take responsibility for their actions.
- 8 Thinking about issues**
Creative learning gives students the ability and imagination to respond to new and unexpected challenges and opportunities in an increasingly globalized and uncertain world.
- 9 It involves the whole school learning community**
Together we celebrate our common humanity and the belief that education can help to build a better and more peaceful world.
- 10 Caring and responsible citizens**
Students can express ideas and opinions, and they can propose solutions that make a difference in their lives and the lives of others.

Based on IB research. www.ibo.org/research

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IB Mission Statement

The international Baccalaureate Organisation 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 IBO works with schools to develop challenging programmes of international education and rigorous assessment.

The programmes encourage students across the world to be **active, compassionate** and **lifelong learners** who understand that other people, with their differences, can also be right.



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4 Programmes



Primary Years
Programme

Children aged 3 - 1 years old



Middle Years
Programme

Children aged 11 - 16 years old



Diploma
Programme

Students aged 15 - 19



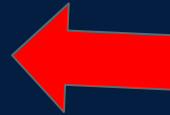
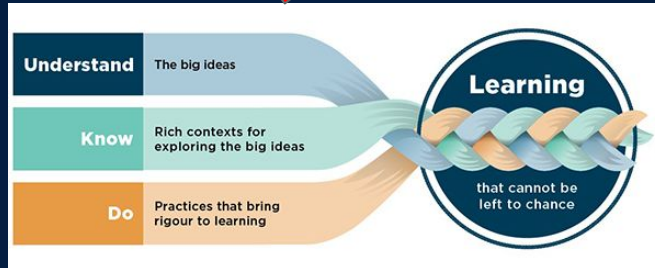
Career-related
Programme

Students aged 13 - 16



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Aotearoa New Zealand Context





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Learner Profile

The learner Profile is an integral part of our curriculum, it is a way of being and celebrated at our CITA (caught in the act) assemblies, is in the diary and reported on.

IB learner profile

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

As IB learners we strive to be:

INQUIRERS We nurture our curiosity, developing skills for inquiry and research. We know how to learn independently and with others. We learn with enthusiasm and sustain our love of learning throughout life.	OPEN-MINDED We critically 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.
KNOWLEDGEABLE We develop and use conceptual understanding, exploring knowledge across a range of disciplines. We engage with issues and ideas that have local and global significance.	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.
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.	RISK-TAKERS We approach uncertainty with forethought and determination; we work independently and cooperatively to explore new ideas and innovative strategies. We are resourceful and resilient in the face of challenges and change.
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.	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.
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.	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.

The IB learner profile represents 10 attributes valued by IB World Schools. We believe these attributes, and others like them, can help individuals and groups become responsible members of local, national and global communities.

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THE KEY CONCEPTS

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THESE SUPPORT HIGHER-ORDER THINKING AND PROVIDE LENSES FOR CONSIDERING KNOWLEDGE RELATED TO THE CENTRAL IDEA IN A RANGE OF WAYS

FORM  What is it like?

FUNCTION  How does it work?

CAUSATION  Why is it as it is?

CHANGE  How is it transforming?

CONNECTION  How is it linked to other things?

PERSPECTIVE  What are the points of view?

RESPONSIBILITY  What are our obligations?

Concepts

The key concepts are layered into all our planners through a conceptual lens. It is a foundational aspect of inquiry learning and something all children are always learning and building their understanding of. The key concepts are transdisciplinary, they transcend all subjects, supporting higher order thinking and supports the central idea.



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Knowledge - Transdisciplinary Themes

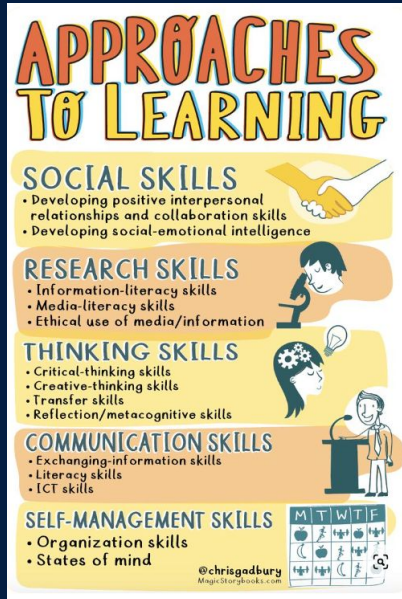
There are 6 TD themes - each with their own particular descriptor. These themes build on each other through the years so children's knowledge grows as they work through inquiry cycles. These also underpin our Programme of Inquiry.

- **Who we are**
- **How we express ourselves**
- **How the world works**
- **How we organise ourselves**
- **Where we are in place and time**
- **Sharing the planet**



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Approaches to Learning (ATLs)



The approaches to learning are a set of skills that the children learn as they progress through the years at St Mark's. The skills are layered through our programme of inquiry and, again, build on each other year on year. You see these in our unit of inquiry reports with a number between 1 and 5.

- 1 - Needs support
- 2 - Working towards
- 3 - At expectation
- 4 - Above expectation
- 5 - Well above expectation



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Programme of Inquiry - Where everything comes together!



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Programme of Inquiry 2024





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Let's do something fun!