Primary Years Programme

PODAR-ORT · INTERNATIONAL SCHOOL · SINCE 1927

Introduction to the Primary Years Programme

Podar ORT International School

Our Vision and Mission

Our Vision: Podar - ORT International School is committed to high standards in learning and the promotion of international values which enables students to become active and lifelong learners.

Our Mission: To provide opportunities through a stimulating, safe and supportive environment for attaining personal mastery and team spirit by collaborative learning. Students develop not only their knowledge, understanding and skills necessary for success in the 21st century, but also develop strong moral values especially appreciation and respect for different cultures to become proactive and responsible world citizens.

IB Mission: 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.

Our Values:

- Learning through inquiry
- Active learners
- International Mindedness
- Create a community based on respect

Content:

WHAT IS INTERNATIONAL MINDEDNESS

The **learner profile** is central to the PYP definition of what it means to be internationally minded and it directs schools should be proud to send out into the world students who exemplify the attributes expressed in this profile."

-Making The PYP Happen

IB Learner Profile- The IB Mission Statement in Action

- The IB learner profile represents a broad range of human capacities and responsibilities that encompass intellectual, personal, emotional and social growth.
- Developing and demonstrating the attributes of the learner profile provides an important foundation for international-mindedness.
- The learner profile supports students in taking action for positive change.

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.

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.

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.

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.

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 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.

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.

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.

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.

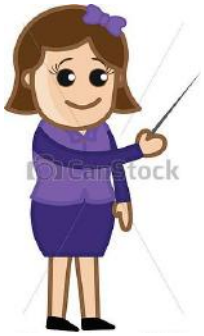
The IB learner profile represents 10 attributes valued by IB World Schools. We believe these attributes, and others like them, can help individuals and groups become responsible members of local, national and global communities.

Core Attributes of Effective 21stC Lifelong Learners

Effective Lifelong Learners **are:**	Effective Lifelong Learners **Think:**	Effective Lifelong Learners **Can:**
Flexible and adaptable, creative, optimistic, resilient, systematic, organized, good communicators, technologically literate, open minded, risk takers, empathetic, reflective, metacognitive, self aware, intelligent in many ways	Ethically, critically, logically, analytically, creatively, reflectively about their thinking, about their learning, about themselves, others and the physical world.	Problem-solve, question, cooperate, make decisions, consider possibilities and consequences, identify and use a range of resources, articulate what they know and need to know, research (locate, gather, critique) and communicate in a range of ways.

Primary Years Programme- Framework

PYP at a Glance



The Written Curriculum
The Taught Curriculum
The Assessed Curriculum

Why did we choose the PYP?

PORTIS offers the Primary Years Program of the International Baccalaureate because it puts the student at the center of the learning process, explicitly values the diversity of its student, parent and teacher populations and strives to benefit from its diversity by exploring multiple perspectives and experiences.
The PYP integrates best practices from different national curricula and is in line with current educational research.
The PYP aims to offer a balanced program that focuses on acquiring significant knowledge, developing essential skills, understanding meaningful concepts, developing positive attitudes, leading to thoughtful action.
The PYP believes that an inquiry based teaching method, structured in Units of Inquiry with cross curricular links to other subjects areas, is an effective approach to teach the knowledge, skills, concepts and attitudes that we value.

Developmentally appropriate learning

The transdisciplinary themes are cognitively and developmentally appropriate for young learners because they have enduring importance, and children can identify with them. Gardner and Boix Mansilla (1999: 83) maintain that these generative themes are “issues for which answers of various degrees of adequacy have been promulgated over the centuries in diverse cultures. These fundamental questions are articulated by young children, on the one hand, and by seasoned philosophers on the other ...”. The PYP themes are broad in scope and timeless by nature. Yet, when given the opportunity, children can demonstrate their capacity to use their incipient theories and explanatory framework to explore complex themes and to solve problems, as witnessed and documented at Reggio Emilia learning centres (Rinaldi 2006).

Indeed, young children naturally explore their questions through play and discovery (Bruner 1960). As they grow, children’s play, or “early common sense”, gradually evolves to “enlightened common sense” (Gardner and Boix Mansilla 1999: 85). This enlightened knowledge, however, is not a result of greater disciplinary knowledge, but of children’s “potential for reflecting critically on an answer, for drawing on relevant daily experience, for engaging in discussion and dialogue and benefiting from such interchange” with people in their environment (Gardner and Boix Mansilla 1999: 85).

Beane (1995) further suggests that children do not come to school knowing the departmentalization of disciplines because their daily lives are not compartmentalized. Therefore, subject delineation is neither necessary nor natural. Even as subject-specific teachers at PYP schools extend their support for students transitioning to interdisciplinary and disciplinary thinking in the next stage of education in the MYP or other programmes, students will be best served by adopting the habits and methods of a disciplinary thinker within the broader transdisciplinary themes.

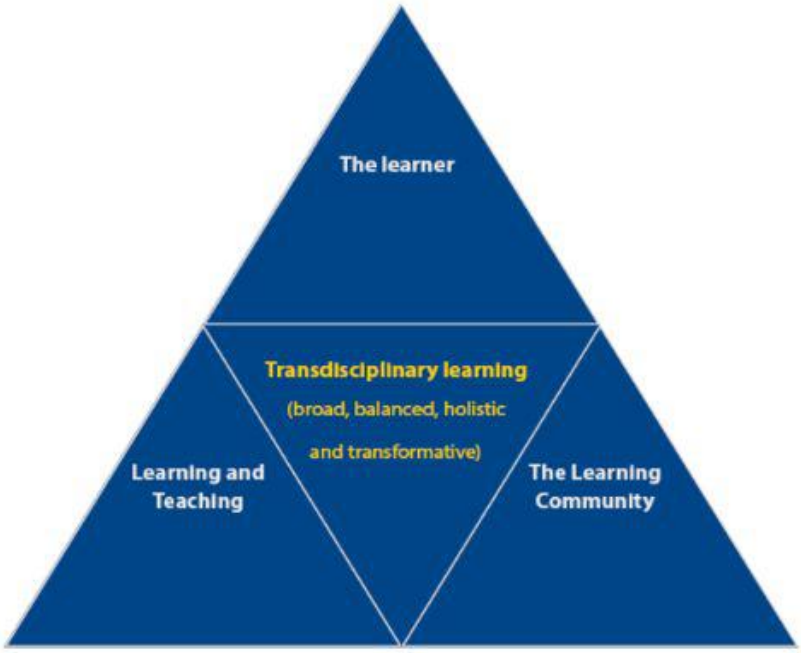
Connecting transdisciplinarity

The PYP framework supports the symbiotic relationship between the **learner, learning and teaching** and **the learning community**. Transdisciplinarity serves as an organizing principle for the written, taught, and assessed curriculum within learning and teaching. The intended output of the PYP framework and curriculum model is an educational experience that is coherent in all its aspects.

The transdisciplinary model aims to move students beyond looking for a “correct” solution towards a model that reflects the changing times (Mishra, Koehler and Henriksen 2011). It encourages the integration of many forms of knowledge and perspectives from all members of the learning community to make sense of a world that has become “too big to know” (Weinberger 2011).

The transdisciplinary model permeates all three pillars of the PYP curriculum framework—the learner, learning and teaching, and the learning community. Together, the PYP framework and elements within it contribute to a learning experience that is transdisciplinary (figure 4).

Figure 4: Transdisciplinary learning and the PYP framework

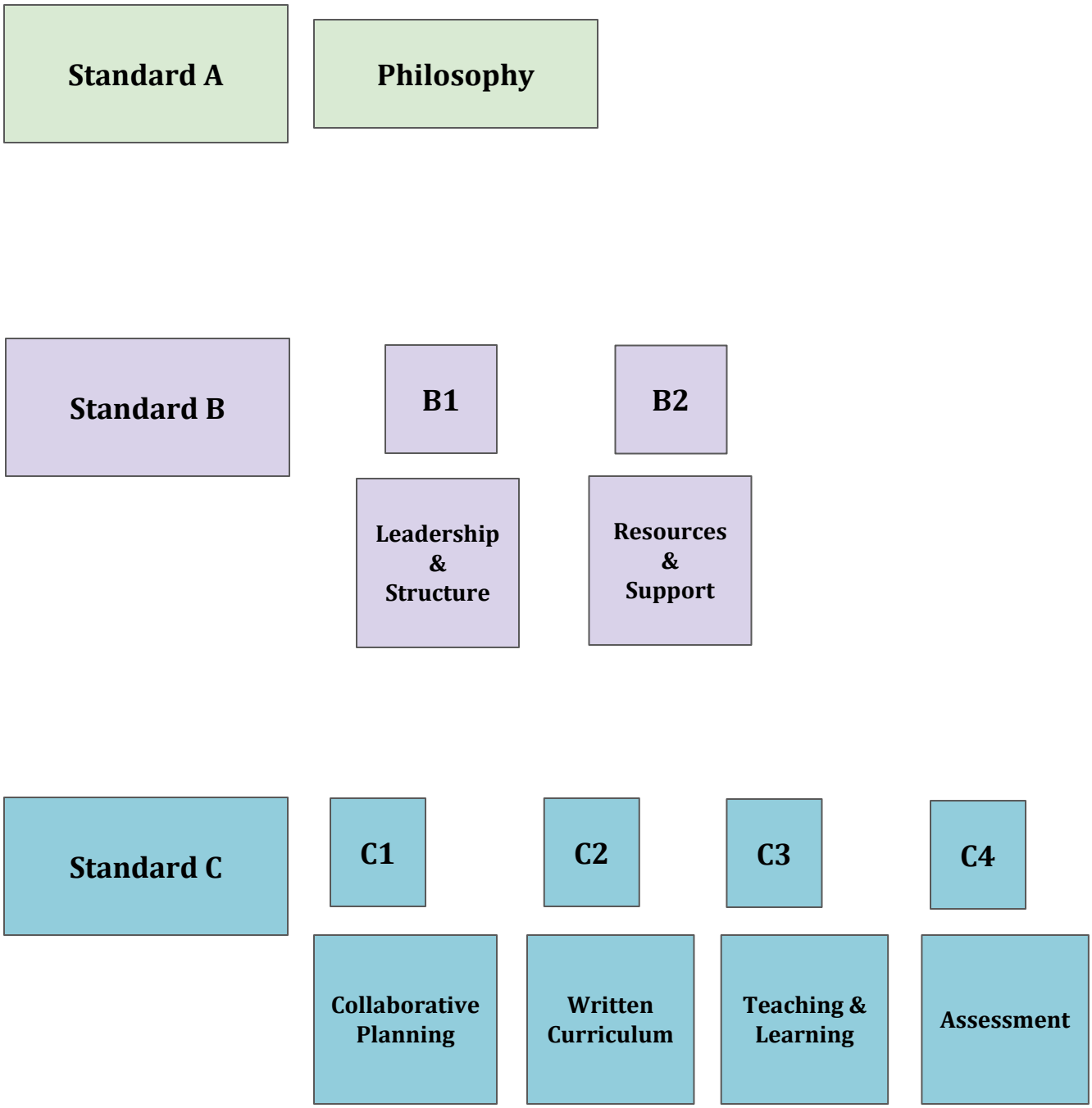


A transdisciplinary education, according to Nicolescu (2006: 14) “allows us to establish links between persons, facts, images, representations, fields of knowledge and action and to discover the Eros [love] of learning during our entire life”.

Organized around transdisciplinary themes of personal and societal significance, explored collaboratively by the students and teachers, and supported by the learning community and rigorous approaches to learning and approaches to teaching, the PYP framework:

- inspires a coherent educational experience that is broad, balanced and holistic
- incorporates the needs and developmental stages of students
- considers the knowledge, conceptual understandings, skills and dispositions students need to engage in a changing world
- embraces the principles of an equitable education.

PYP- Standards and Practices



Section A: Philosophy

Standard A

The school's educational beliefs and values reflect IB philosophy.

1. The school's published statements of mission and philosophy align with those of the IB.
2. The governing body, administrative and pedagogical leadership and staff demonstrate understanding of IB philosophy.
3. The school community demonstrates an understanding of, and commitment to, the programme(s).

PYP requirements

a. The values of the PYP as indicated in the curriculum documents have an explicit impact on decision-making and functioning of the school.

b. The school as a community of learners is committed to a collaborative approach to curriculum development.

c. The school is committed to a constructivist, inquiry-based approach to teaching and learning that promotes inquiry and the development of critical-thinking skills.

d. The school is committed to the PYP as the framework for all planning, teaching and learning across the curriculum.

e. The school demonstrates a commitment to transdisciplinary learning.

4. The school develops and promotes international-mindedness and all attributes of the IB learner profile across the school community.
5. The school promotes responsible action within and beyond the school community.
6. The school promotes open communication based on understanding and respect.
7. The school places importance on language learning, including mother tongue, host country language and other languages.

PYP requirements

a. The school makes provision for students to learn a language, in addition to the language of instruction at least from the age of seven. Schools with two languages of instruction are not required to offer an additional language.

b. The school supports mother tongue and host country language learning.

8. The school participates in the IB world community.

9. The school supports access for students to the IB programme(s) and philosophy.

PYP requirement

a. The school implements the PYP as an inclusive programme for all students.

Section B: Organization

Standard B1: Leadership and structure

The school's leadership and administrative structures ensure the implementation of the IB programme(s).

1. The school has developed systems to keep the governing body informed about the ongoing implementation and development of the programme(s).

2. The school has developed a governance and leadership structure that supports the implementation of the programme(s).

PYP requirements

a. The responsibility for pedagogical leadership within the school is a shared responsibility, including at least the PYP coordinator and the primary school principal.

b. The governing body places the responsibility for the implementation of the PYP on the pedagogical leadership team.

3. The head of school/school principal and programme coordinator demonstrate pedagogical leadership aligned with the philosophy of the programme(s).

4. The school has appointed a programme coordinator with a job description, release time, support and resources to carry out the responsibilities of the position.

5. The school develops and implements policies and procedures that support the programme(s).

PYP requirements

a. The school has developed and implements a language policy consistent with IB expectations.

b. The school has developed and implements an assessment policy that is consistent with IB expectations.

6. The school has systems in place for the continuity and ongoing development of the programme(s).

7. The school carries out programme evaluation involving all stakeholders.

Section B: Organization

Standard B2: Resources and support

The school's resources and support structures ensure the implementation of the IB programme(s).

1. The governing body allocates funding for the implementation and ongoing development of the programme(s).

2. The school provides qualified staff to implement the programme(s).
3. The school ensures that teachers and administrators receive IB-recognized professional development.

PYP requirement

The school complies with the IB professional development requirement for the PYP at authorization and at evaluation.

4. The school provides dedicated time for teachers' collaborative planning and reflection.
5. The physical and virtual learning environments, facilities, resources and specialized equipment support the implementation of the programme(s).
6. The library/multimedia/resources play a central role in the implementation of the programme(s).
7. The school ensures access to information on global issues and diverse perspectives.
8. The school provides support for its students with learning and/or special educational needs and support for their teachers.
9. The school has systems in place to guide and counsel students through the programme(s).
10. The student schedule or timetable allows for the requirements of the programme(s) to be met.

PYP requirement

The schedule or timetable allows for in-depth inquiry into the transdisciplinary and disciplinary dimensions of the curriculum.

11. The school utilizes the resources and expertise of the community to enhance learning within the programme(s).
12. The school allocates resources to implement the PYP exhibition, the MYP personal project (or community project for programmes that end in MYP year 3 or 4), the DP extended essay and the CP reflective project for all students, depending on the programme(s) offered.

Section C: Curriculum

Standard C1: Collaborative planning

Collaborative planning and reflection supports the implementation of the IB programme(s).

1. Collaborative planning and reflection addresses the requirements of the programme(s).

PYP requirements

a. The programme of inquiry and all corresponding unit planners are the product of sustained collaborative work involving all the appropriate staff.

b. Planning at the school makes use of the PYP planner and planning process across the curriculum and by all teachers.

c. Planning at the school addresses all the essential elements to strengthen the transdisciplinary nature of the programme.

2. Collaborative planning and reflection takes place regularly and systematically.

3. Collaborative planning and reflection addresses vertical and horizontal articulation.

PYP requirements

a. There is a systematic approach to integration of the subject-specific scope and sequences and the programme of inquiry.

b. The school ensures balance and articulation between the transdisciplinary programme of inquiry and any additional single-subject teaching.

4. Collaborative planning and reflection ensures that all teachers have an overview of students' learning experiences.

PYP requirements

a. The school provides for easy access to completed PYP planners.

b. The school ensures that PYP planners are coherent records of student learning.

5. Collaborative planning and reflection is based on agreed expectations for student learning.

6. Collaborative planning and reflection incorporates differentiation for students' learning needs and styles.

7. Collaborative planning and reflection is informed by assessment of student work and learning.

8. Collaborative planning and reflection recognizes that all teachers are responsible for language development of students.

9. Collaborative planning and reflection addresses the IB learner profile attributes.

Note: "Collaborative planning and reflection" is used as a single concept as the two processes are interdependent.

Section C: Curriculum

Standard C2: Written curriculum

The school's written curriculum reflects IB philosophy.

1. The written curriculum is comprehensive and aligns with the requirements of the programme(s).

PYP requirements

a. The programme of inquiry consists of six units of inquiry—one for each transdisciplinary theme—at each year/grade level, with the exception of students who are 3–5 years, where the requirement is at least four units at each year/grade level, two of which must be under "Who we are" and "How we express ourselves".

b. The school ensures that there is a coherent, horizontally and vertically articulated programme of inquiry.

c. The PYP exhibition is one of the six transdisciplinary units of inquiry in the final year of the programme.

d. There is documented evidence that the curriculum developed addresses the five essential elements of the PYP.

2. The written curriculum is available to the school community.

3. The written curriculum builds on students' previous learning experiences.

4. The written curriculum identifies the knowledge, concepts, skills and attitudes to be developed over time.

PYP requirements

The school has scope and sequence documents that indicate the development of conceptual understanding, knowledge and skills for each PYP subject area.

The overall expectations of student achievement in the school's scope and sequence documents are aligned with those expressed in the PYP scope and sequence documents.

5. The written curriculum allows for meaningful student action in response to students' own needs and the needs of others.

6. The written curriculum incorporates relevant experiences for students.

PYP requirement

The written curriculum provides opportunities for student learning that is significant, relevant, engaging and challenging.

7. The written curriculum promotes students' awareness of individual, local, national and world issues.

PYP requirement

The programme of inquiry includes the study of host or home country, the culture of individual students and the culture of others, including their belief systems.

8. The written curriculum provides opportunities for reflection on human commonality, diversity and multiple perspectives.

9. The written curriculum is informed by current IB publications and is reviewed regularly to incorporate developments in the programme(s).

PYP requirement

There is a system for regular review and refinement of the programme of inquiry, individual units of inquiry and the subject-specific scope and sequences.

10. The written curriculum integrates the policies developed by the school to support the programme(s).

11. The written curriculum fosters development of the IB learner profile attributes.

Section C: Curriculum

Standard C3: Teaching and learning

Teaching and learning reflects IB philosophy.

1. Teaching and learning aligns with the requirements of the programme(s).

PYP requirements

a. The school ensures that students experience coherence in their learning supported by the five essential elements of the programme regardless of which teacher has responsibility for them at any point in time.

b. The classroom teacher takes responsibility at least for the language of instruction, mathematics, social studies and science, to support the PYP model of transdisciplinary teaching and learning.

c. The school ensures that personal and social education is the responsibility of all teachers.

2. Teaching and learning engages students as inquirers and thinkers.

PYP requirement

a. The school ensures that inquiry is used across the curriculum and by all teachers.

3. Teaching and learning builds on what students know and can do.

PYP requirement

b. Teaching and learning addresses the competencies, experiences, learning needs and styles of students.

4. Teaching and learning promotes the understanding and practice of academic honesty.

5. Teaching and learning supports students to become actively responsible for their own learning.

6. Teaching and learning addresses human commonality, diversity and multiple perspectives.

7. Teaching and learning addresses the diversity of student language needs, including those for students learning in a language(s) other than mother tongue.

8. Teaching and learning demonstrates that all teachers are responsible for language development of students.

9. Teaching and learning uses a range and variety of strategies.

10. Teaching and learning differentiates instruction to meet students' learning needs and styles.

PYP requirement

c. The school provides for grouping and regrouping of students for a variety of learning purposes.

11. Teaching and learning incorporates a range of resources, including information technologies.

12. Teaching and learning develops student attitudes and skills that allow for meaningful student action in response to students' own needs and the needs of others.

13. Teaching and learning engages students in reflecting on how, what and why they are learning.

14. Teaching and learning fosters a stimulating learning environment based on understanding and respect.

PYP requirements

a. The school provides environments in which students work both independently and collaboratively.

b. Teaching and learning empowers students to take self-initiated action as a result of the learning.

15. Teaching and learning encourages students to demonstrate their learning in a variety of ways.

16. Teaching and learning develops the IB learner profile attributes.

Note: "Teaching and learning" is used as a single concept as the two processes are interdependent.

Section C: Curriculum

Standard C4: Assessment

Assessment at the school reflects IB assessment philosophy.

1. Assessment at the school aligns with the requirements of the programme(s).

PYP requirements

a. Assessment at the school is integral with planning, teaching and learning.

b. Assessment addresses all the essential elements of the programme.

c. The school provides evidence of student learning over time across the curriculum.

2. The school communicates its assessment philosophy, policy and procedures to the school community.

3. The school uses a range of strategies and tools to assess student learning.

4. The school provides students with feedback to inform and improve their learning.

5. The school has systems for recording student progress aligned with the assessment philosophy of the programme(s).

6. The school has systems for reporting student progress aligned with the assessment philosophy of the programme(s).

PYP requirement

a. Student learning and development related to all attributes of the IB learner profile are assessed and reported.

7. The school analyses assessment data to inform teaching and learning.

PYP requirement

a. The school ensures that students' knowledge and understanding are assessed prior to new learning.

8. The school provides opportunities for students to participate in, and reflect on, the assessment of their work.

9. The school has systems in place to ensure that all students can demonstrate a consolidation of their learning through the completion of the PYP exhibition, the MYP personal project (or community project for programmes that end in MYP year 3 or 4), the DP extended essay and the CP reflective project, depending on the programme(s) offered.

Elements of PYP

Exploring the elements

Effective teaching, Albright (2016: 532) believes, “is implicitly transdisciplinary”, and, by design, multiple elements of the PYP bring to life transdisciplinary learning and teaching. These elements provide the foundation for students to develop transdisciplinary thinking, to explore real-life issues and to effect change. They support the development of “internationally minded people who recognize their common humanity and shared guardianship of the planet” (IBO 2017: 2).

Figure 5: The transdisciplinary elements of the PYP

How does the PYP work?

The PYP is a curriculum designed for students (ages 3-11). Its main purpose is to develop the attributes and traits as identified in the IB learner profile – developing international mindedness. Students are encouraged to develop the learner profile through all experiences at school such as whole class, group and independent activities; social interaction at school extending into everyday life.

1

What do we want to learn?

(The Written Curriculum)

Essential Elements of PYP-

- Key Concepts
- Knowledge
- Skills (Approaches to Learning)
- Action

What will your child be learning?

The PYP is a concept driven curriculum which integrates subject areas to support inquiry and learning in meaningful contexts. The transdisciplinary nature of the curriculum enables students to experience how subject knowledge and understanding work together in the real world, while also experiencing individual components as well.

Classes from SKG to Grade 5 are actively involved in six units of inquiry each per year, each one being approximately six weeks in length. Nursery and JKG will experience four units of inquiry throughout the school year.

The units of inquiry are centred around **six transdisciplinary themes**

Each of the PYP elements are further divided:

1. Knowledge

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.

Where We Are In Time and Place

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.

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.

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.

How We Organise Ourselves

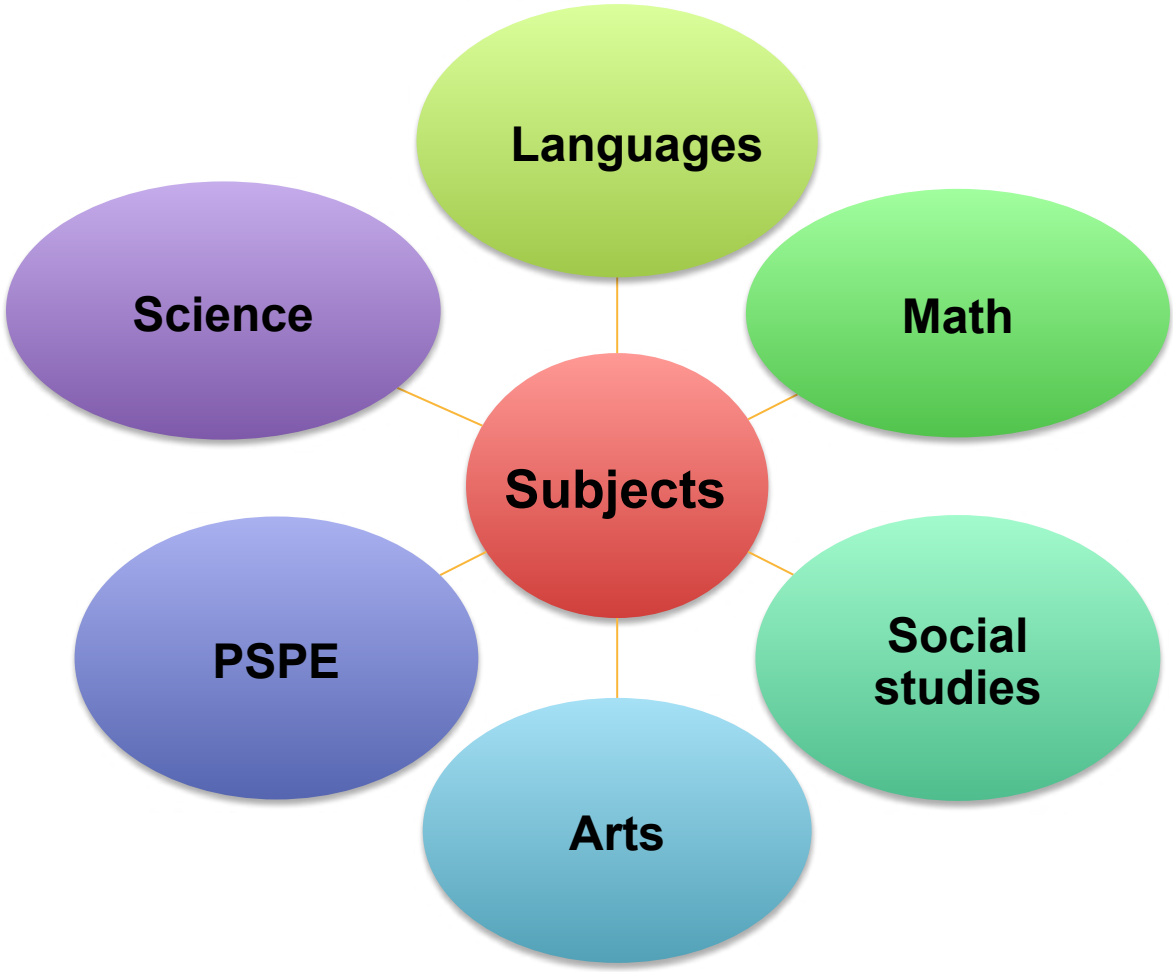
An inquiry into the interconnectedness of human-made systems and communities; the structure and function of organizations; societal decision-making; economic activities and their impact on humankind and the environment.

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

How will the students be learning?

- actively exploring the attributes of the learner profile
- through exploration of ideas and concepts – building connections between personal experiences and knowledge and extending this through inquiry
- involvement in planning and assessment – being actively involved in their own learning by reflecting, choosing and acting in a range of contexts
- purposeful inquiry that engages students actively in their own learning
- formulating their own questions for inquiry
- designing their own inquiries
- assessing the various means available to support their inquiries
- research, experimentation, observation and analysis



2. Key Concepts

Form – what is it like?

The understanding that everything has a form with recognizable features that can be observed, identified, described and categorized.

Function- How does it work?

The understanding that everything has a purpose, a role or way of behaving that can be investigated.

Causation- Why is it like this?

The understanding that things do not just happen, that there are causal relationships at work, and that actions have consequences.

Change- How is it changing?

The understanding that change is the process of movement from one state to another. It is universal and inevitable.

Connection- How is it connected to other things?

The understanding that we live in a world of interacting systems in which the actions of any individual element affect others.

Perspective- What are the points of view?

The understanding that knowledge is moderated by perspectives; different perspectives lead to different interpretations, understandings and findings; perspectives may be individual, group, cultural or disciplinary.

Responsibility- What is our responsibility?

The understanding that people make choices based on their understandings, and the actions they take as a result do make a difference.

3. Approaches to Learning- Skills

THINKING SKILLS

- Acquisition of knowledge
- Comprehension
- Application
- Analysis
- Evaluation
- Dialectical thought
- Metacognition

SOCIAL SKILLS

- Accepting responsibility
- Group decision-making
- Adopting a variety of group roles
- Respecting others
- Cooperating
- Resolving conflict

COMMUNICATION SKILLS

- Listening
- Speaking
- Reading
- Writing
- Viewing
- Presenting
- Non-verbal communication

SELF-MANAGEMENT SKILLS

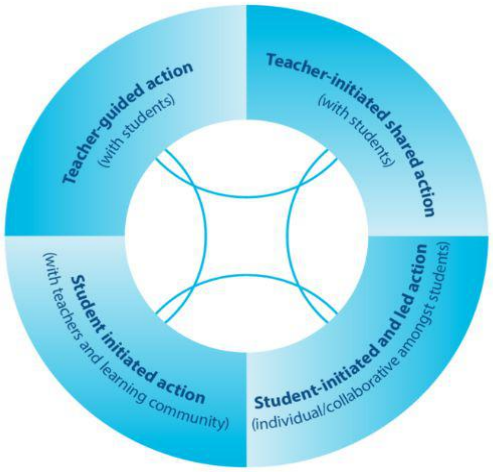
- Gross Motor skills
- Fine motor skills
- Spatial awareness
- Organisation
- Time management
- Safety
- Healthy Lifestyle
- Codes of behavior
- Informed choices

RESEARCH SKILLS

- Formulating questions
- Observing
- Planning
- Collecting data
- Recording data
- Organising data
- Interpreting data
- Presenting research findings

4. Action

Figure AC03: Supporting action



- Action is connected to agency, the learner profile and international-mindedness.
- Action is student-initiated and can be individual and collective.
- Action is authentic, meaningful and mindful.
- Action can happen at any time; it can be short or long term, revisited or ongoing.
- Action is supported by the learning community.
- Demonstrations of action include participation, advocacy, social justice, social entrepreneurship,

Teacher-guided action (with students)	Teacher-initiated shared action (with students)	Student-initiated and led action (individual/ collaborative amongst students)	Student-initiated shared action (with teachers and learning community)
Teacher-guided decision making	Shared decision making	Collaborative shared decision making	Collaborative shared decisionmaking with students, teachers and the learning community
Teacher-guided participation (students as consulted and informed participants)	Teacher-facilitated participation (students as active and reflective participants)	Student-facilitated participation (students as active, curious and reflective participants)	Student-facilitated participation involving students, teachers and the learning community (students as co-constructors of appropriate action)
Teacher and student planned action carried out by teachers and students	Teacher and student designed and planned action carried out collaboratively	Student- designed, -researched and -planned action carried out individually and collectively	Student-driven informed, intentional and sustainable action for personal and collective positive change (students as active and capable agents of change)
Teacher-guided action with consultation, student involvement and shared intentions	Teacher-facilitated action for positive change and to make a difference	Student-driven informed action for personal and collective positive change	Transformative action to make a difference and to improve conditions

2

How Best Will We Learn?

(The Taught Curriculum)

How does inquiry based learning work?

Inquiry interpreted in its broadest sense, is the process initiated by the students or the teacher that moves the students from their current level of understanding to a new and deeper level of understanding. This 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
- Solving problems in a variety of ways

(Making the PYP Happen 2009)

Learner in PYP

The learner: describes the outcomes for individual students and the outcomes they seek for themselves (what is learning?)

Learning and teaching: articulates the distinctive features of learning and teaching (how best to support learners?)

The learning community: emphasizes the importance of the social outcomes of learning and the role that IB communities play in achieving these outcomes (who facilitates learning and teaching?)

PYP- A Transdisciplinary Framework

The PYP curriculum framework centres on transdisciplinary learning as the curriculum organizer for students to experience learning between, across and beyond traditional subject boundaries. It is an in- depth guide to authentic inquiry-based learning and teaching that is engaging, significant, challenging and relevant.

The curriculum framework reflects a combination of wide-ranging research, educational thought leadership and experiences derived from IB World Schools. This resource presents all aspects of learning and teaching through illustrations of theories and quality practices along with teacher support materials developed collaboratively with our global learning community. It also connects to *Programme standards and practices* (PSP) to support quality implementation in PYP schools.

The PYP curriculum framework and the PSP framework

PYP schools strive towards deeper implementation of transdisciplinary learning in their curriculums and communities by committing to a foundational set of principles found in *Programme standards and practices.* These foundational principles ensure quality and fidelity in the implementation of all IB programmes at IB World Schools.

The PYP curriculum framework and the PSP framework work in conjunction to provide schools with the guidance needed to meet the quality standard of a PYP programme, and to encourage schools to develop and improve programmes that fit their contexts and educational aims. As schools use the PYP curriculum framework to organize their curriculums and communities, they can use the PSP framework to develop the environment, culture, policies and processes that support effective practice and exemplify the IB mission.

The learner

The PYP curriculum framework begins with the premise that PYP students are agents of their own learning and partners in the learning process. They have innate potential to inquire, question, wonder and theorize about themselves, others, and the world around them. When learning communities recognize children's emergent identities and competencies, they create an educational context that values children both for who they are in the present and who they will become in the future.

This understanding of how students learn is foundational to the inquiry-based and concept-driven transdisciplinary model of learning and teaching. Through engaging with the programme of inquiry and reflecting on their learning, PYP students develop knowledge, conceptual understandings, skills and the attributes of the IB Learner profile to make a difference in their own lives, their communities, and beyond. They demonstrate the agility and imagination to respond to new and unexpected challenges and opportunities and to take actions for a better and more peaceful world.

Learning and teaching

Learning and teaching in the PYP curriculum framework is simultaneously an articulation of what is worth knowing, the theory and supporting practice, and an interpretation of the PYP in action. It reflects the dynamic interplay between how students learn best, what has been learned, and what are the next steps in learning.

Informed by constructivist and social-constructivist learning theories, the emphasis on collaborative inquiry and integrative learning honours the curiosity, voice, and contribution of the students, for whom the curriculum is intended. The approaches to learning and approaches to teaching articulated in *What is an IB education?* play a crucial role in the inquiries into the six transdisciplinary themes aimed at promoting understandings about human commonalities of local, national and global significance. Using these approaches, students draw knowledge from subjects, enduring concepts, and skills to actively connect prior and new experiences to broaden their understandings about the world. The intentional integration of language and technology and the design of the learning environment invite and promote collaboration throughout the inquiry process. These serve as a resource to access learning, and a tool or platform to connect, communicate and share learning.

Underpinned by a culture of collaboration and assessment capability, learning and teaching demonstrate a commitment to the common goal of supporting and reflecting on a transdisciplinary learning experience and improving student outcomes. Working together, collaboration and assessment capability provide valuable feedback to students on where they are in their learning journey to inform the next steps in learning.

The learning community

The PYP learning community brings to life learning and teaching practices that support students in pursuit of a significant, relevant, engaging and challenging learning experience. Members of the learning community form the bridge that connects learning and teaching. The PYP learning community includes classrooms and schools, extending to the whole IB community and to the world as the broadest context for learning. It is inclusive of everyone involved in the life of the school: students and their families, school faculty and staff members, and other significant adults in students' lives. This reflects the IB's belief that educational outcomes are shaped by strong relationships amongst members of the learning community.

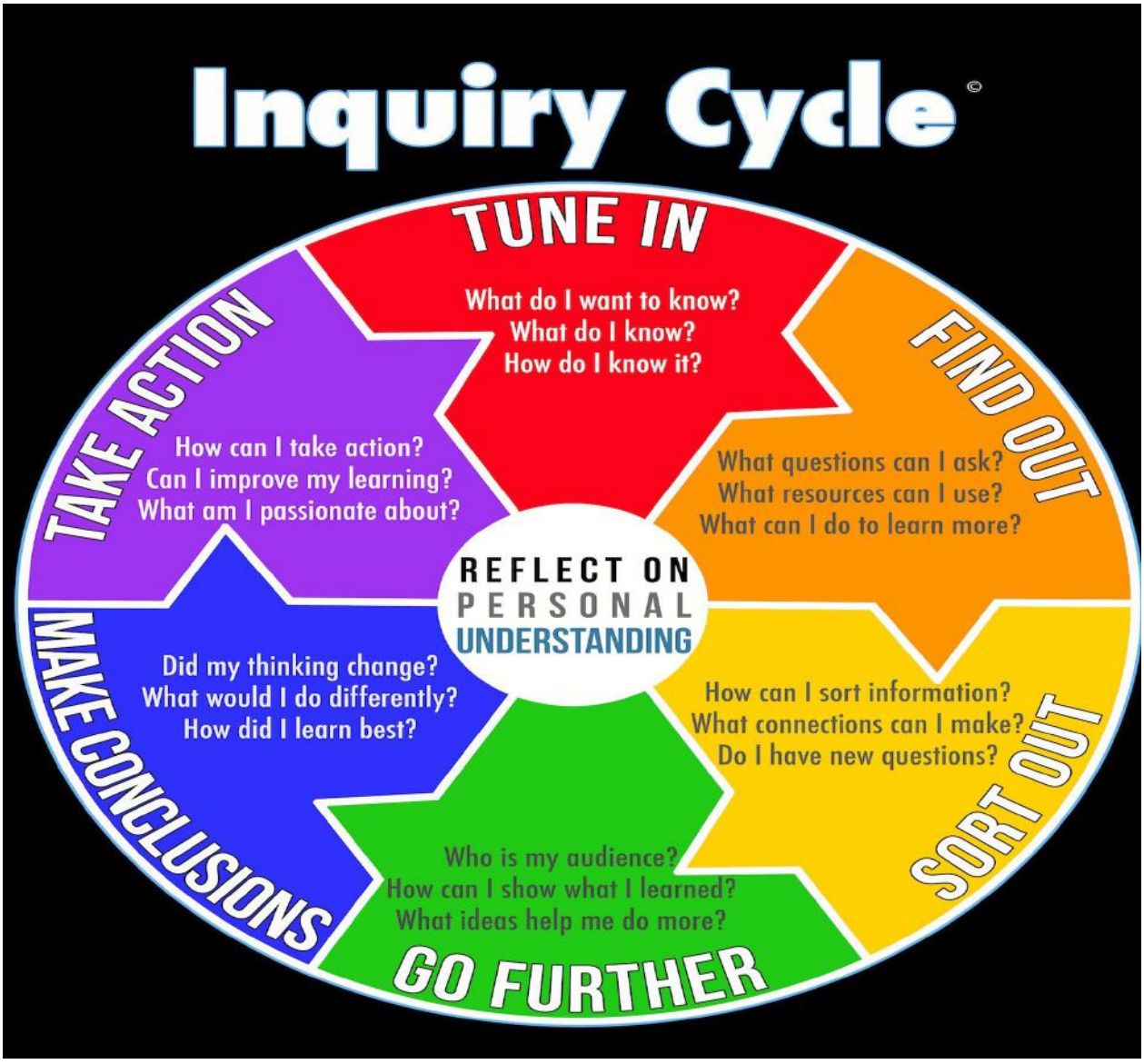
The inherent flexibility in the PYP acknowledges that everyone in the learning community has agency to influence and to transform learning. Agency encourages all members of IB World Schools to consider the key roles they have in learning and teaching, and how these key roles inform the choices made and the actions taken. The impact of agency on students and the wider community in becoming internationally- minded is also important to consider.

School leaders, teachers, students and parents/caregivers contribute to and enrich the learning experience by designing, implementing and supporting a transdisciplinary curriculum that is meaningful to their local context and their collective goals. Collaborative partnerships recognize what each member independently and collectively brings to the learning community. Members are encouraged to see themselves as leaders and contributors to building an inclusive culture that supports a shared vision and mission, beliefs and values. Together, all stakeholders of a learning community sustain a positive school culture by committing to continuous school improvement, well-being and a safe and engaging environment that nurtures resilient, optimistic and lifelong learners.

Taught Curriculum

- ★ **Collaboration**
- ★ **Reflection**
- ★ **Inquiry Process (Building from Known)**
- ★ **Units of Inquiry**

- Play, problem-based learning, collaboration, experimentation, and explicit teaching all have a place within well-considered inquiry-based learning experiences.
- Inquiry is purposeful and authentic.
- The inquiry process builds capacity through student agency where voice, choice and ownership feature strongly.



What does inquiry look like?

Exploring, wondering and questioning

Experimenting and playing with possibilities

Making connections between previous learning and current learning

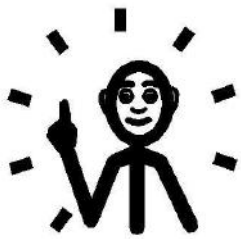
Making predictions and acting purposefully to see what happens

Clarify existing ideas & reappraising perception of events

Collecting data and report findings

Researching & seeking information

Making and testing theories



Deepening understanding through the application of a concept

Taking a defending position

Solving problems in a variety of ways

Figure IN01: Teachers role in inquiry

Figure IN02: Students as inquirers

Inquiry Based Learning is Based on the Following-

Questions:

arising out of experience

Materials:

diverse, authentic, challenging

Activities:

engaging, hands-on, creating, collaborating, living new roles

Dialogue:

listening to others; articulating understandings

Reflection:

expressing experience; moving from new concepts into action

3

How Will We Know What We Have Learned?

(The Assessed Curriculum)

The assessment component in the school's curriculum can itself be subdivided into three closely related areas.

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

*Examples of **strategies** used for assessment are:*

Observations – through video, photographs, teacher/student discussions

Performance assessments – presentations, models, application of skills

Process focussed – engaging students in reflecting on their learning e.g. journals, portfolios, discussions, reflections, self/peer assessment, giving constructive feedback (e.g. written/oral)

Selected responses – guided questioning, true and false, multiple choice

Open-ended tasks – presentations such as illustrations, graphs, written work, spoken

	Prior Knowledge	Formative	Summative
When	Before beginning a concept/unit.	Before or during instruction	End of instruction
Purpose	Enables the teacher to know where each individual student is at, in relation to this unit/concept. Feeds into differentiation	Guide the teacher in planning and improving instruction; help students improve learning.	Let teachers and students know the level of accomplishment attained.

Figure AS07: The three assessment practices

	Assessment for learning	Assessment of learning	Assessment as learning (Clark 2012; Earl 2012)
Purpose	Also known as formative assessment. Its goal is to inform teaching and promote learning.	Also known as summative assessment. Its goal is to certify and to report on learning progress.	As part of the formative process, its goal is to support students in learning how to become a self-regulated lifelong learner.
Timing	It is conducted throughout the learning process. It is iterative and interactive.	It is typically conducted at the end of a unit, year level or developmental stage, or programme.	It is conducted throughout the learning process. It is iterative and interactive.
Features	Student involvement Quantitative and qualitative data Written and oral artifacts Observations and feedback Questionnaires Teacher/student dialogues/ conferences Context-based Informal Indication of process Indication of knowledge/skill application	Limited student involvement Quantitative data Tests, exams, standardized tests Indication of skills and knowledge acquisition or mastery Based on teacher judgment Norm- or criteria-referenced	Students are active agents in their own learning by developing and using meta-cognitive strategies to: • plan learning goals • monitor goals • reflect in order to modify learning and to adjust learning.

- Assessment is an ongoing process of gathering, analysing, reflecting and acting on evidence of student learning to inform teaching.
- Assessment involves teachers and students collaborating to monitor, document, measure, report and adjust learning.
- Students actively engage in assessing and reflecting on their learning, acting on feedback from peers and teachers to feed forward to next steps in learning.
- Fostering an assessment culture involves the development of assessment capability among all members of the learning community.
- Learning goals and success criteria are co-constructed and clearly communicated
- Both learning outcomes and the learning process are assessed.
- Assessment design is both backward and forward looking.

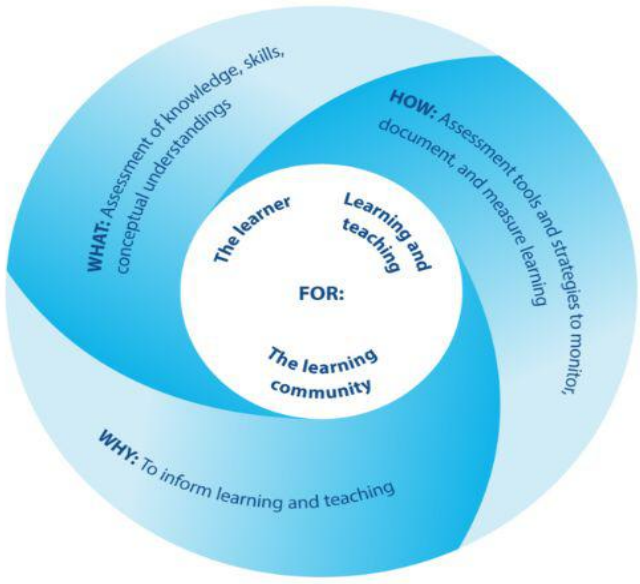
Characteristics of effective assessment

Highly effective assessment shares some key characteristics (Adapted from Clarke 2012).

- **Authentic:** It supports making connections to the real world to promote student engagement.
- **Clear and specific:** This includes desired learning goals, success criteria and the process students use to learn.
- **Varied:** It uses a wider range of tools and strategies that are fit for purpose in order to build a well-rounded picture of student learning.
- **Developmental:** It focuses on an individual student's progress rather than their performance in relation to others.
- **Collaborative:** It engages both teachers and students in the assessment development and evaluation process.
- **Interactive:** Assessment encompasses ongoing and iterative dialogues about learning.
- **Feedback to feedforward:** It provides feedback on current learning to inform what is needed to support future learning (Hattie, Timperley 2007) and raises students' motivation.

The PYP approach to assessment gives the students a vital role in the assessment process and engages the teachers in considering assessment as fit for purpose. Effective PYP assessment practice holistically integrates assessment for, of and as learning (Harlen, Johnson 2014) to support effective learning and teaching.

Figure AS01: Integrating assessment



Reporting occurs through:

Conferences

- Parent-teacher meetings
- Student-led – students lead the conference to reflect on and share their learning

Reports

- Written - updated as assessments completed

Student Portfolio

- Portfolios are an accumulation of a student's work
- Portfolios are sent online at the end of each unit of inquiry.
- It is used as a focal point when *Student-led conferences* take place.

Other

- Grade 5 exhibition
- Newsletters and correspondence
- PYP Orientation sessions
- Unit Culminations

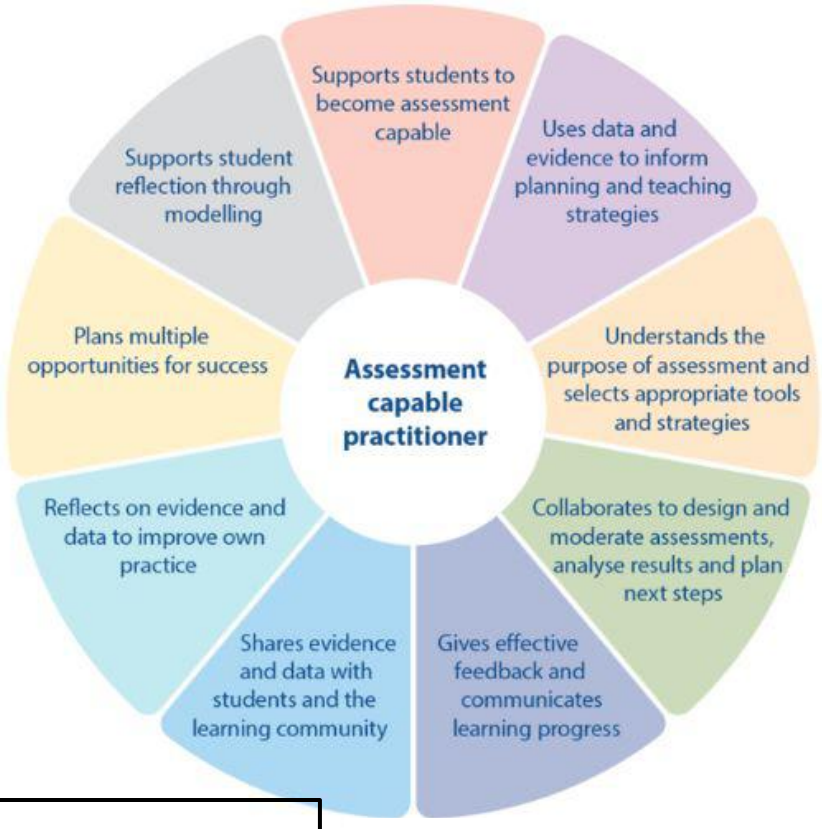
The Exhibition

One of the purposes of the PYP Exhibition is to provide a forum for student driven reporting. Other key purposes include the following:

- For students to exhibit the attributes of the **IB Learner Profile** they have developed during their time in the Primary Years Programme
- For students to engage and report on an in-depth, collaborative inquiry
- To provide students with an opportunity to demonstrate independence and responsibility for their own learning
- To provide students with an opportunity to explore multiple perspectives
- For students to synthesise and apply their learning of previous years, and to reflect on their journey through the PYP
- To provide an authentic process of assessing student understanding
- To demonstrate how students can take action as a result of their learning
- To unite the students, teachers, parents and other members of the school community in a collaborative experience that incorporates the essential elements of the PYP
- To celebrate the transition of learners from primary to middle/secondary education

Teacher:
An assessment-capable teacher is supported through professional development and a shared assessment culture. As indicated in figure AS02, teachers support students to become assessment capable in the following ways.

Figure AS02: Assessment-capable teacher

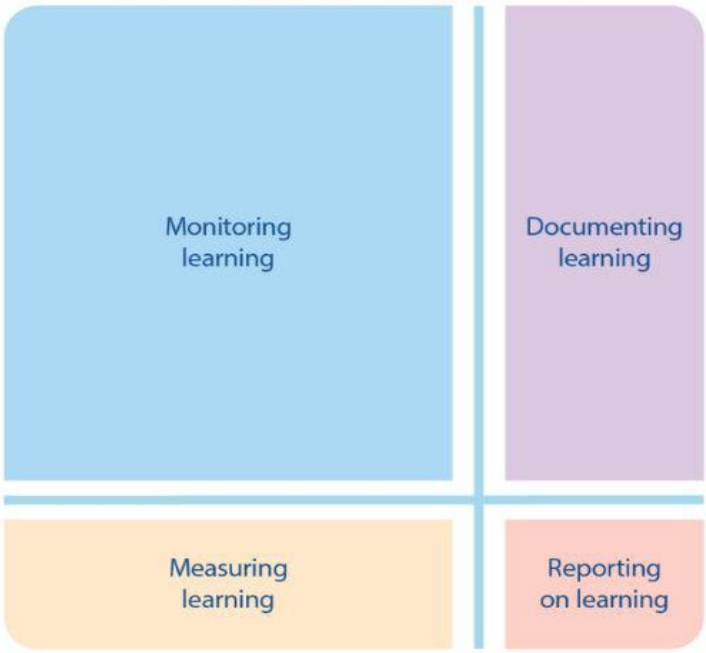


How to Assess:
The Four Dimensions of Assessment-

Assessment provides evidence to inform learning and teaching. Both students and teachers are continually asking themselves the questions "Am I making progress? How do I know?" They gather evidence of learning to answer these questions.

PYP assessment has four dimensions: monitoring, documenting, measuring and reporting on learning. Each of these aspects has its own function, but all aim to provide evidence to inform learning and teaching. Although the four dimensions of assessment are not weighted the same; each dimension has its own importance and value. The PYP chooses to put emphasis on monitoring and documenting learning as these dimensions are critical in providing actionable feedback for the learner.

Figure AS03: Assessment to inform learning and teaching



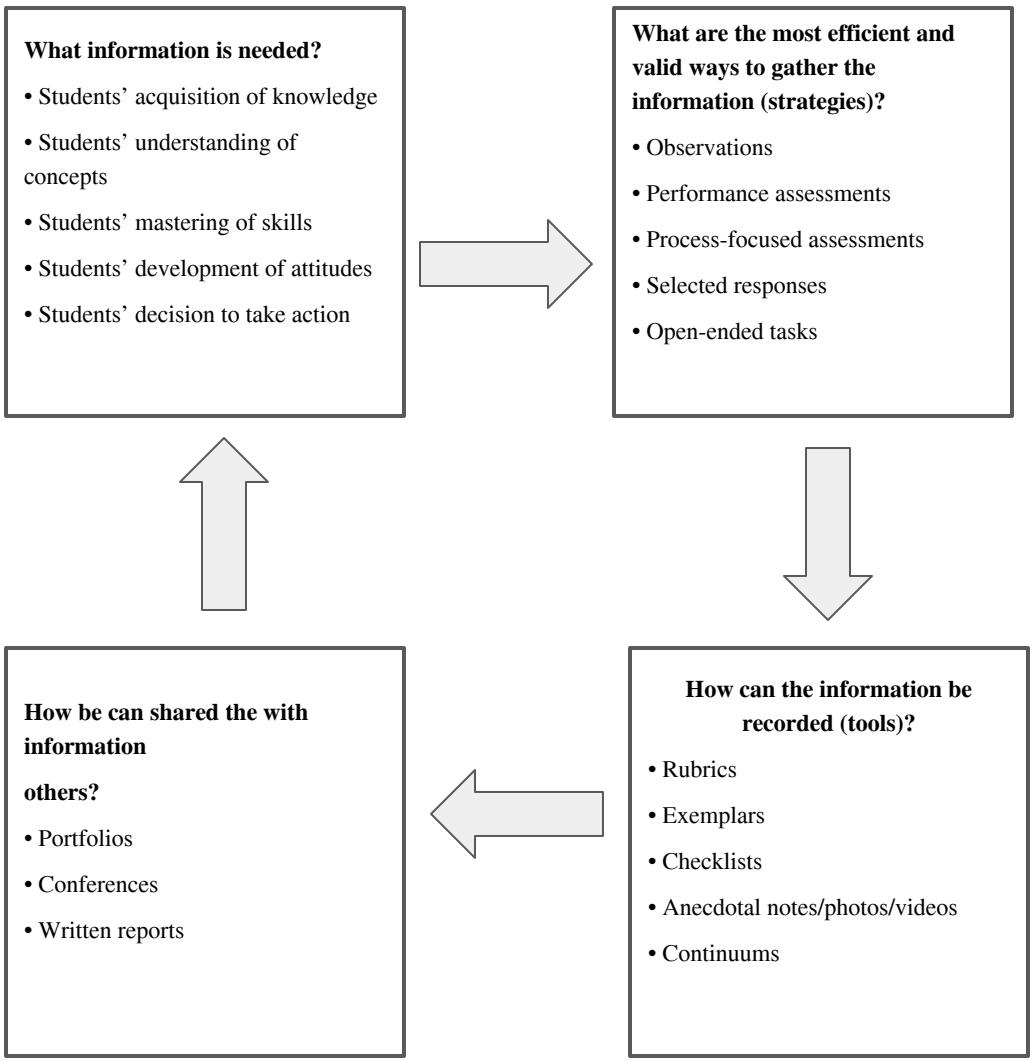
Assessment in PYP at PORTIS

How will we know what we have learned?

The assessed curriculum

Assessment in the PYP identifies what students know, understand, can do and feel at different stages of the learning process. Value is placed on the process of inquiry as well as the product(s) of inquiry.

ASSESSING, RECORDING AND REPORTING PROCESS



This model has been adapted from the First Steps Process for Assessment and Evaluation in Linking Assessment, Teaching and Learning, 2nd edition, 2004.

What information is needed?

Primary students are given the opportunity to experience and address the five essential elements set out in the Primary Years Programme. These are:

• Students' acquisition of knowledge

• Students' understanding of concepts

• Students' mastering of skills

• Students' development of attitudes

• Students' decision to take action

However, the students are not assessed on each of the individual aspects of the essential elements. The teachers plan to focus on specific areas of these in each Unit of Inquiry and carry out formative assessments throughout the Unit. At the end of each Unit of Inquiry the students carry out a summative assessment task.

What are the most efficient and valid ways to gather the information (strategies)?

In order to discover what the students know and have learned we use formative and summative assessment. It is important to bear in mind that a well-designed learning experience provides assessment data, and is therefore a vehicle for summative or formative assessment.

Assessment Strategies are the methods or approaches that teachers use to gather information about student learning. A variety of strategies should be used in order to provide a holistic view of the student. In the PYP the following assessment strategies are identified:

• Observations

• Performance assessments

• Process-focused assessments

• Selected responses

• Open-ended tasks

How can the information be recorded (tools)?

Teachers collect and record information about a student's learning using a variety of tools. These records serve several purposes:

• to inform planning and ensure continuity and progression in children's learning

• to give parents, teachers and schools access to information about student learning

• to provide the basis for reports and discussions with parents.

Records should:

• be clear and meaningful to all users

• be consistent, with common expectations for Grade groups and school sections

• provide a true, helpful picture of each students' learning in the five essential elements

• include samples of children's work to support teacher's judgements (supporting samples may be in individual student Portfolios)

• include a balance of information and be updated regularly

Languages

The need to communicate is instinctive. The development of language is fundamental to that need to communicate; it supports and enhances our thinking and understanding. Language permeates the world in which we live; it is socially constructed and dependent on the number and nature of our social interactions and relationships.
(Language Scope and Sequence 2009)

Language is taught through the context of the units of inquiry with some skills taught in their own right to be transferred at a later date such as selecting a purpose for writing e.g. to inform, to persuade etc and most often these are explored in the other strands of language at the same time.

Language is broken into three strands (areas)

Oral language – listening and speaking

- skills that are essential for ongoing language development, for learning and for relating to others

Aim: to move students from the conceptual understanding that people listen and speak to share thoughts and feelings to people draw on what they already know in order to infer new meaning when speaking and listening

Written language – reading and writing

- Reading is a developmental process that involves constructing meaning from text.

Aim: to move students from the conceptual understanding that Illustrations and print convey meaning in their own right or combined to synthesizing ideas and information from texts leads to new ideas and understanding

- Writing: When children are encouraged to express themselves and reveal their own "voice", writing is a genuine expression of the individual.

Aim: to move students from the conceptual understanding that writing conveys meaning to knowing what we aim to achieve helps us to plan and develop different forms of writing

Visual language – viewing and presenting

- Allows students to understand the ways in which images and language interact to convey ideas, values and beliefs.

Aim: to move students from the conceptual understanding that the pictures, images, and symbols in our environment have meaning to synthesizing information from visual texts is dependent upon personal interpretation and leads to new understanding.

At Podar ORT International School students are exposed to and explore a range of language genres in all of the three areas. They are placed on the PYP language scope and sequence continuum to identify skills and knowledge they can apply independently. This also enables us to have a clear direction of the next phase of development for their individual needs.

Mathematics

It is intended that students become competent users of the language of mathematics, and can begin to begin to use it as a way of thinking, as opposed to seeing it as a series of facts and equations to be memorized. ***(Maths scope and sequence 2009)***

Mathematics is taught in context of the units of inquiry as much as possible however, there is still the opportunity for skills to be taught in their own right with the view to be transferred into meaningful contexts at a later date. The three stages of mathematical knowledge and application are: ***constructing meaning:*** where students use previous knowledge and personal experiences to gain an understanding of new information; ***transferring meaning into symbols:*** during this stage students are transferring their understanding into their own symbolic representation leading to being able to transfer this into conventional mathematical notation; ***applying with understanding:*** when students are able to use the appropriate symbolic notation to process and record their thinking.

All developmental phases of mathematics are taught through a combination of exploring real life experiences, problem solving with manipulatives and explaining their ideas, theories and results.

Students are placed on a "mathematics continuum" so that the teacher can assess their needs and move them along to the next phase of development, in order that the teacher is able to differentiate for the students' individual needs.
As with language, students are placed on the PYP mathematics scope and sequence continuum to identify the skills and knowledge they can apply independently enabling teachers to have a clear direction of the next phase of development to meet individual needs.
As stated in the ***PYP mathematics scope and sequence 2009,*** students are encouraged to:

- use patterns and relationships to analyse the problem situations upon which they are working.
- make and evaluate their own and each other's ideas
- use models, facts, properties and relationships to explain their thinking
- justify their answers and the processes by which they arrive at solutions.

Mathematics comprises of 5 strands (areas):

Data handling
Aim: to move students from the conceptual understanding that we collect information to make sense of the world around us.
Events in daily life involve chance to data can be presented effectively for valid interpretation and communication.
The probability of an event can be predicted theoretically.

Mathematics

Measurement

Aim: to move students from the conceptual understanding that measurement involves comparing objects and events to a range of procedures exists to measure different attributes of objects and events.

Shape and space

Aim: to move students from the conceptual understanding that Shapes can be described and organized according to their properties to consolidating what we know of geometric concepts allows us to make sense of and interact with our world.

Number

Aim: to move students from the conceptual understanding that numbers can be used in many ways for different purposes in the real world to for fractional and decimal computation, the ideas developed for whole-number computation can apply.

Pattern and function

Aim: to move students from the conceptual understanding that patterns and sequences occur in everyday situations to patterns can often be generalized using algebraic expressions, equations or functions.

Science

In the Primary Years Programme (PYP), science is viewed as the exploration of the biological, chemical and physical aspects of the natural world, and the relationships between them. Our understanding of science is constantly changing and evolving. The science component of the PYP should be characterised by concepts and skills rather than by content.
(Science scope and sequence 2008)

The knowledge component of science in the PYP is arranged into the following four strands:

Living things
The study of the characteristics, systems and behaviours of humans and other animals, and of plants; the interactions and relationships between and among them, and with their environment

Earth and space
The study of planet Earth and its position in the universe, particularly its relationship with the sun; the natural phenomena and systems that shape the planet and the distinctive features that identify it; the infinite and finite resources of the planet

Materials and matter
The study of the properties, behaviours and uses of materials, both natural and human-made; the origins of human-made materials and how they are manipulated to suit a purpose

Forces and energy
The study of energy, its origins, storage and transfer, and the work it can do; the study of forces; the application of scientific understanding through inventions and machines

Through the units of inquiry students will have a focus on some or all of the following scientific skills. As these skills develop the understanding of scientific principles is built upon by the students.

- Observe carefully in order to gather data
- Use a variety of instruments and tools to measure data accurately
- Use scientific vocabulary to explain their observations and experiences
- Identify or generate a question or problem to be explored
- Plan and carry out systematic investigations, manipulating variables as necessary
- Make and test predictions
- Interpret and evaluate data gathered in order to draw conclusions
- Consider scientific models and applications of these models (including their limitations)

Social Studies

In the Primary Years Programme (PYP), social studies learning guides students towards a deeper understanding of themselves and others, and of their place in an increasingly global society. It provides opportunities for students to look at and think about human behaviour and activity realistically, objectively, and with sensitivity. Exposure to and experience with social studies therefore opens doors to key questions about life and learning.
(Social studies scope and sequence 2008)

Social Studies consists of five strands (areas)

Human systems and economic activities
The study of how and why people construct organizations and systems; the ways in which people connect locally and globally; the distribution of power and authority

Social organization and culture
The study of people, communities, cultures and societies; the ways in which individuals, groups and societies interact with each other

Continuity and change through time
The study of the relationships between people and events through time; the past, its influences on the present and its implications for the future; people who have shaped the future through their actions

Human and natural environments
The study of the distinctive features that give a place its identity; how people adapt to and alter their environment; how people experience and represent place; the impact of natural disasters on people and the built environment.

Resources and the environment
The interaction between people and the environment; the study of how humans allocate and manage resources; the positive and negative effects of this management; the impact of scientific and technological developments on the environment

As with Science, Social Studies is supported by a set of skills which give opportunities for students to develop an in-depth understanding in this area.

- Formulate and ask questions about the past, the future, places and society
- Use and analyse evidence from a variety of historical, geographical and societal sources
- Orientate in relation to place and time
- Identify roles, rights and responsibilities in society
- Assess the accuracy, validity and possible bias of sources

Personal, Social and Physical Education

PSPE in the IB Primary Years Programme (PYP) is concerned with the individual's well-being through the promotion and development of concepts, knowledge, attitudes and skills that contribute to this wellbeing.
Well-being is intrinsically linked to all aspects of a student's experience at school and beyond. It encompasses physical, emotional, cognitive, spiritual and social health and development, and contributes to an understanding of self, to developing and maintaining relationships with others, and to participation in an active, healthy lifestyle. ***(Personal, social and physical education scope and sequence 2009)***

PSPE consists of three strands (areas)

Identity

- an understanding of our own beliefs, values, attitudes, experiences and feelings and how they shape us
- the impact of cultural influences
- the recognition of strengths, limitations and challenges as well as the ability to cope successfully with situations of change and adversity
- how the learner's concept of self and feelings of self-worth affect his or her approach to learning and how he or she interacts with others

Active living

- an understanding of the factors that contribute to developing and maintaining a balanced, healthy lifestyle
- the importance of regular physical activity
- the body's response to exercise
- the importance of developing basic motor skills
- understanding and developing the body's potential for movement and expression
- the importance of nutrition
- understanding the causes and possible prevention of ill health
- the promotion of safety
- rights and the responsibilities we have to ourselves and others to promote well-being
- making informed choices and evaluating consequences, and taking action for healthy living now and in the future

Interactions

- an understanding of how an individual interacts with other people, other living things and the wider world
- behaviours, rights and responsibilities of individuals in their relationships with others, communities, society and the world around them
- the awareness and understanding of similarities and differences
- an appreciation of the environment and an understanding of, and commitment to, humankind's responsibility as custodians of the Earth for future generations

Each strand interacts with the other and is broken into phases of development. These are used to inform progression and future goals. At Singapore International School, PSPE is taught through units of inquiry as well as being integrated into all areas and everything we do, that is, within the classroom, dining room, etc with the view that skills and knowledge will be applied as a natural understanding develops.

The Arts

They are a powerful mode of communication through which students explore and construct a sense of self and develop an understanding of the world around them. Arts provide students with a wide range of opportunities and means to respond to their experiences and engage with historical, social and cultural perspectives. The students are stimulated to think and to articulate their thoughts in new ways, and through a variety of media and technologies.
(The arts scope and sequence 2009)

Responding
The process of *responding* provides students with opportunities to respond to their own and other artists' works and processes, and in so doing develop the skills of critical analysis, interpretation, evaluation, reflection and communication.

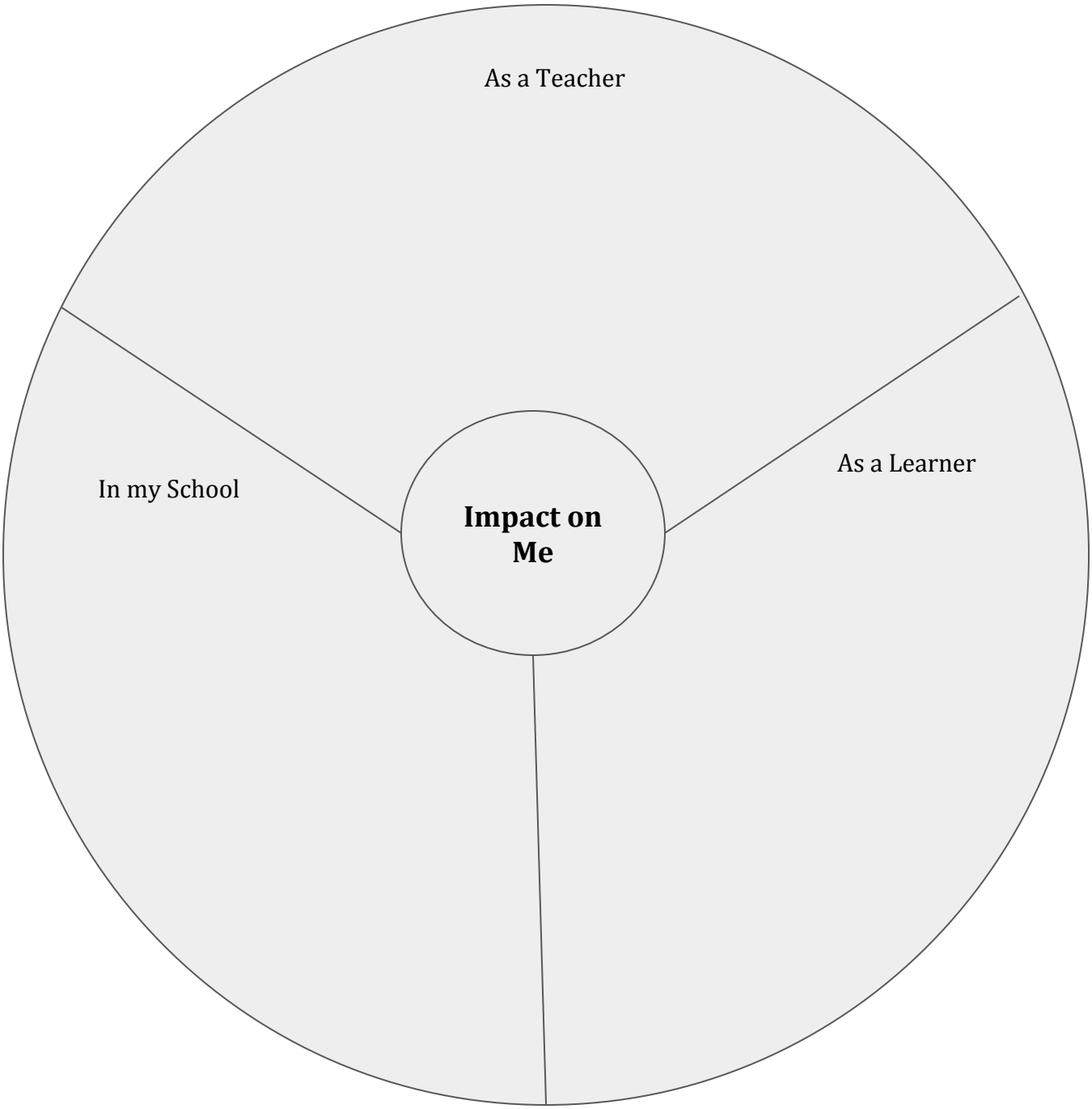
Creating
The process of *creating* provides students with opportunities to communicate distinctive forms of meaning, develop their technical skills, take creative risks, solve problems and visualize consequences. Students are encouraged to draw on their imagination, experiences and knowledge of materials and processes as starting points for creative exploration. The *creating* strand provides opportunities for students to explore their personal interests, beliefs and values and to engage in a personal artistic journey.

The Arts is broken into two strands (areas)

Performing (Dance, Drama and Music) and **Visual arts**
These are explored through responding and creating, providing students with the opportunity of using the two perspectives to further their understanding of their own and others' art




Activity- How does all of this impact me?



PYP practices

Planning		Teaching		Assessing	
Increased emphasis on:	Decreased emphasis on:	Increased emphasis on:	Decreased emphasis on:	Increased emphasis on:	Decreased emphasis on:
planning collaboratively using an agreed system and the PYP planner where appropriate	planning in isolation from other teachers	using a range and balance of teaching strategies	over-reliance on a limited set of teaching strategies	viewing planning, teaching and assessing as interconnected processes	viewing planning, teaching and assessing as isolated processes
planning based on agreed student-learning outcomes and in the context of a coherent school-wide programme	planning disconnected from the curriculum	grouping and regrouping students for a variety of learning situations	over-reliance on one grouping strategy	using a range and balance of assessment strategies and tools	over-reliance on one assessment strategy or tool
involving students in planning for their own learning and assessing	the teacher making all the decisions	viewing students as thinkers with emerging theories of the world	viewing the teacher as the sole authority	involving students in self- and peer-assessment	viewing assessment as the sole prerogative of the teacher
planning that builds upon students' prior knowledge and experience	planning that ignores students' prior knowledge and experience	building on what students know	focusing on what students do not know	using a range and balance of recording and reporting strategies	over-reliance on one strategy of recording and reporting
planning fewer inquiries, to be explored in depth	planning a large number of activities that will be covered superficially	using multiple resources representing multiple perspectives	over-reliance on one teaching resource from one culture	seeking student responses in order to understand their current understanding	seeking student responses solely to identify the right answer
addressing assessment issues throughout the planning process	addressing assessment issues at the conclusion of the planning process	empowering students to feel responsible and to take action	teaching about responsibility and the need for action by others	using formative assessment to give students regular and ongoing feedback throughout the unit	concluding each unit only by summative testing

PYP Practices

Planning		Teaching		Assessing	
Increased emphasis on:	Decreased emphasis on:	Increased emphasis on:	Decreased emphasis on:	Increased emphasis on:	Decreased emphasis on:
planning that emphasizes the connections between and beyond the subject areas	planning that presents the curriculum as separate, isolated subject areas	involving students actively in their own learning	viewing students as passive recipients	enabling students to see assessment as a means of describing learning and improving learning	assessing for the sole purpose of assigning grades
planning that recognizes a variety of levels of language competency	planning that assumes a single level of language competency	pursuing open-ended inquiry and real-life investigations	a teacher-directed focus on rigid objectives	assessing the levels of students' current knowledge and experience before embarking on new learning	embarking on new learning before assessing the levels of students' current knowledge and experience
planning that recognizes a range of ability levels	planning that assumes a single level of ability	maintaining constant awareness of the needs of additional-language learners	employing teaching strategies suitable only for students whose mother tongue is the language of instruction	evaluating collaboratively using an agreed, flexible system.	evaluating units in isolation from other teachers.
planning inquiries that explore similarities and differences between cultures/places	planning activities that focus on one culture/place	addressing the needs of students with different levels and types of ability.	employing teaching strategies suitable for one level and type of ability.		
planning inquiries that explore broad human experiences from a range of perspectives	planning activities where the cross-cultural dimension is tokenistic and the international dimension is tacked on				
planning inquiries that focus directly on significant issues.	planning activities in which exploration of significant issues is incidental.				

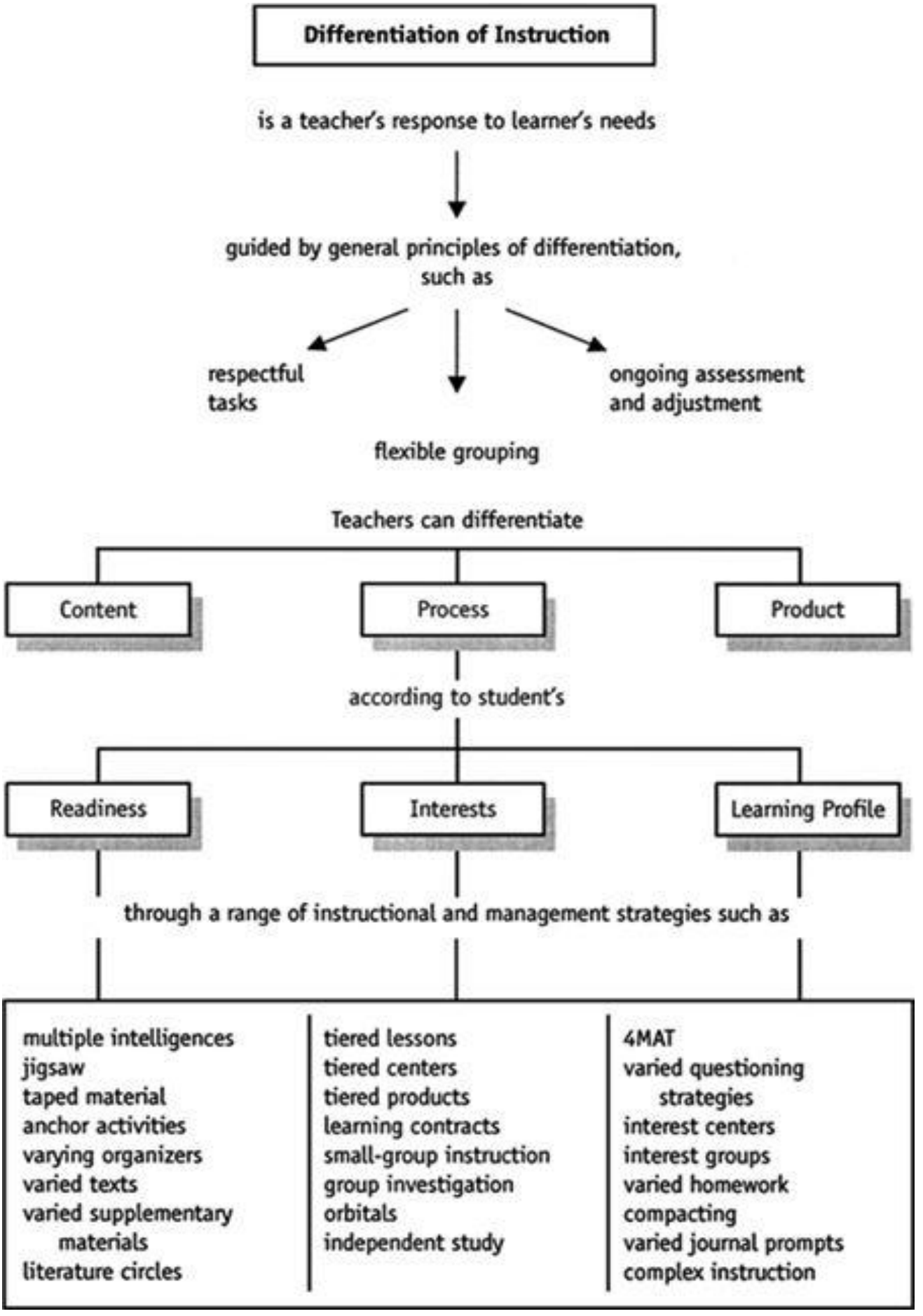
Classroom Practice Inventory

Use this inventory to look at what you are already doing in your classroom to differentiate instruction. Mark an "X" on each line to show where your current teaching practices lie on the continuum.

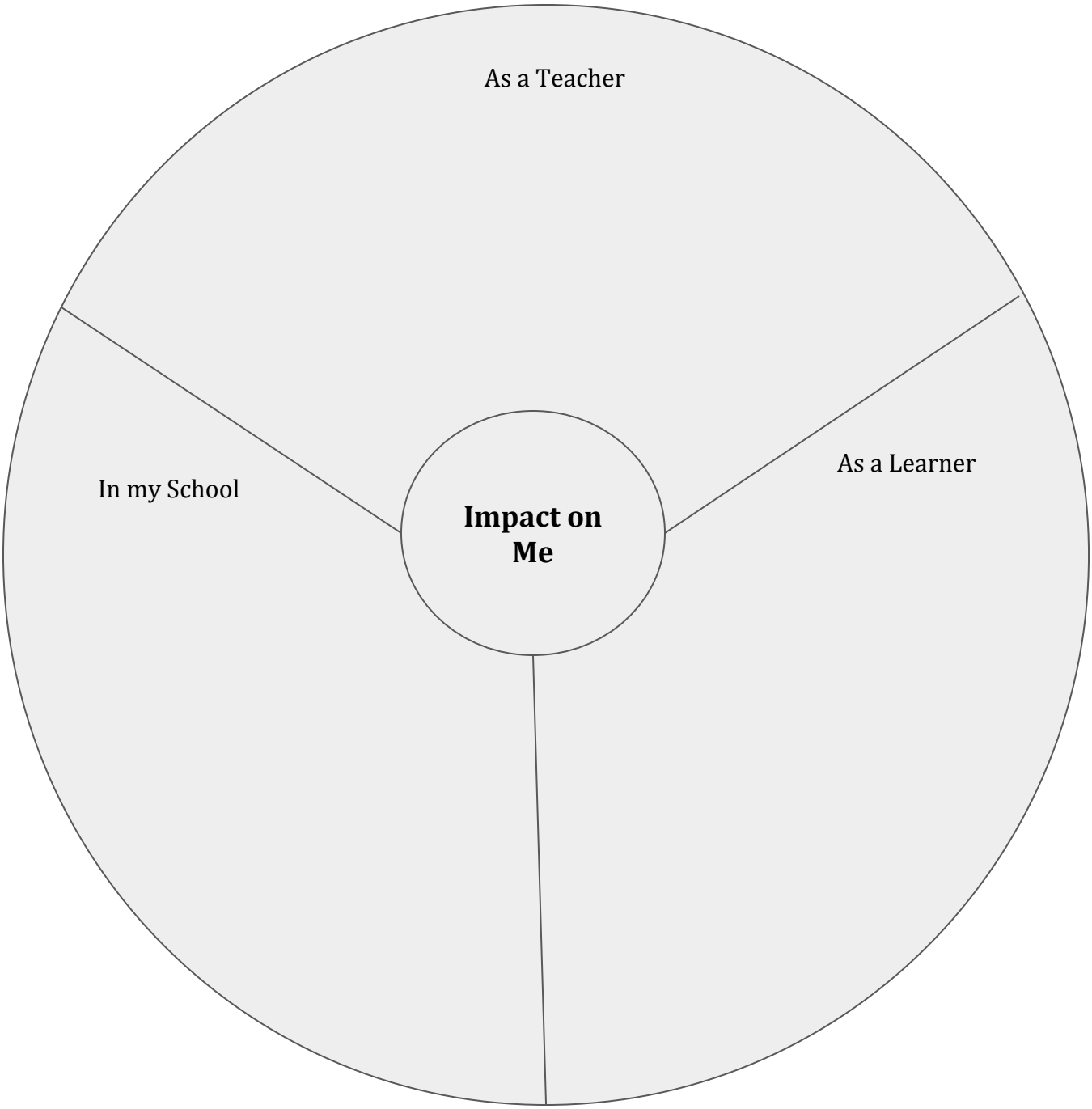
Traditional classroom:	*Differentiated classroom:*
Covering the curriculum is my first priority and directs my teaching.	I base my teaching on students' learning needs as well as on the curriculum.
Learning goals remain the same for all students.	Learning goals are adjusted for students based on their needs.
I emphasize mastery of content and skills.	I emphasize critical and creative thinking and the application of learning.
Students use the same informational resources (books, articles, Web sites).	I match students to specific informational resources based on their learning needs and abilities.
I primarily use whole-class instruction.	I use several instructional formats (for example, whole class, small groups, partners, individuals).
I tend to group students heterogeneously.	As appropriate, I group students for instruction based on their learning needs.
All students move through the curriculum together and at the same pace.	The pace of instruction may vary, based on students' learning needs.
All students complete the same activities.	As appropriate, I give students opportunities to choose activities based on their interests.

Classroom Practice Inventory

I tend to use similar instructional strategies day to day.	I use a variety of instructional strategies (for example, lectures, manipulatives, role plays, simulations, readings).
All students complete all activities.	Students complete different activities based on their needs or learning preferences.
All students are involved in all instructional activities.	I use methods for testing out of work and for compacting (speeding up, eliminating, replacing) work, as appropriate.
My enrichment work provides more content or more application of skills.	My enrichment work demands critical and/or creative thinking and the production of new ideas, thoughts, and perspectives.
In reteaching, I provide more practice using a similar instructional method.	In reteaching, I use a different instructional method from the one I used to teach the material the first time.
My reteaching activities typically involve lower-level thinking—knowledge and comprehension—to reinforce basic skills and content.	My reteaching activities demand higher-level thinking while reinforcing basic skills and content.
I assume that students have limited or no knowledge of curriculum content.	Before beginning a unit, I use preassessment strategies to determine what students already know.
I usually assess students' learning at the end of an instructional sequence.	I use ongoing assessment to check students' learning throughout an instructional sequence.
I typically use the same assessment tool, product, or project for all students.	I allow for learner differences by providing a variety of ways to show learning.


Differentiation of Instruction
is a teacher's response to learner's needs
guided by general principles of differentiation, such as
respectful tasks
flexible grouping
ongoing assessment and adjustment
Teachers can differentiate
Content
Process
Product
according to student's
Readiness
Interests
Learning Profile
through a range of instructional and management strategies such as
multiple intelligences
jigsaw
taped material
anchor activities
varying organizers
varied texts
varied supplementary materials
literature circles
tiered lessons
tiered centers
tiered products
learning contracts
small-group instruction
group investigation
orbitals
independent study
4MAT
varied questioning strategies
interest centers
interest groups
varied homework
compacting
varied journal prompts
complex instruction

Activity- How does all of this impact me?



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Acknowledgements-

- Making the PYP Happen
- IB PYP Scope and Sequence
- PYP Principles into Practice (Enhanced PYP)
- https://ibo.org/
- https://www.kathmurdoch.com.au/

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