



An Introduction to the PYP

Monday 27 August





Agenda

What do you want for your child?

Overview of the IB

5 Essential Elements of the PYP

Let's focus on a Unit of Inquiry

Counsellor. Culture Shock & Adapting



What do you want for your child?

What do you hope that your child learns or how do you hope they develop while at school?



Bali Island School
for a World-Class Education





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.



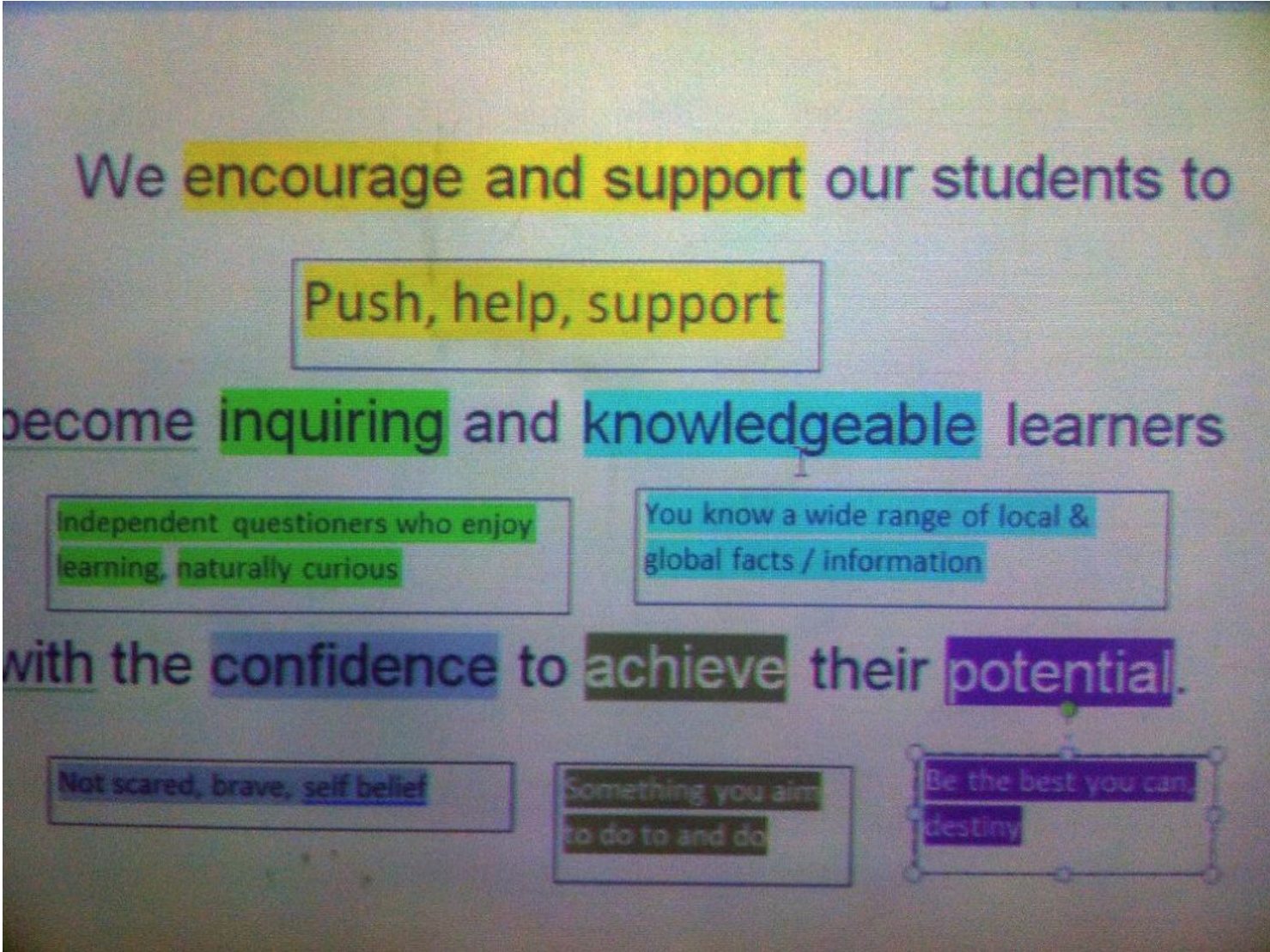
Bali Island School Vision & Mission

Vision

To be the school of choice for internationally-minded families and a leader of IB World Schools in Indonesia.

Mission

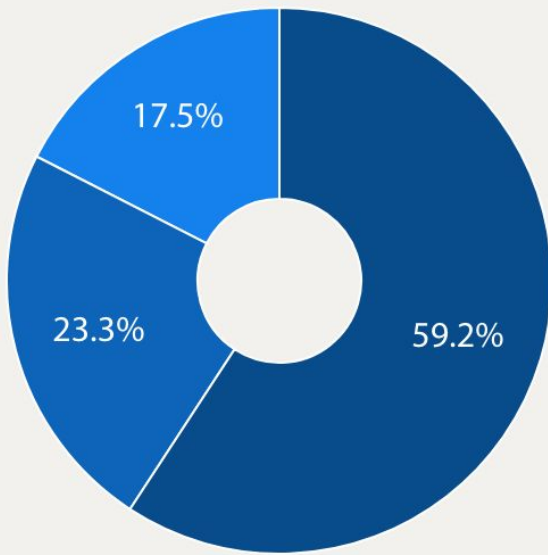
Engaging and empowering globally-minded, confident learners to reach their utmost potential in an active, creative and respectful learning community.



Number of schools offering IB programmes

On 1 August 2018, there were 6,399 programmes being offered worldwide, across 4,949 schools.

Number of IB World Schools in each IB region

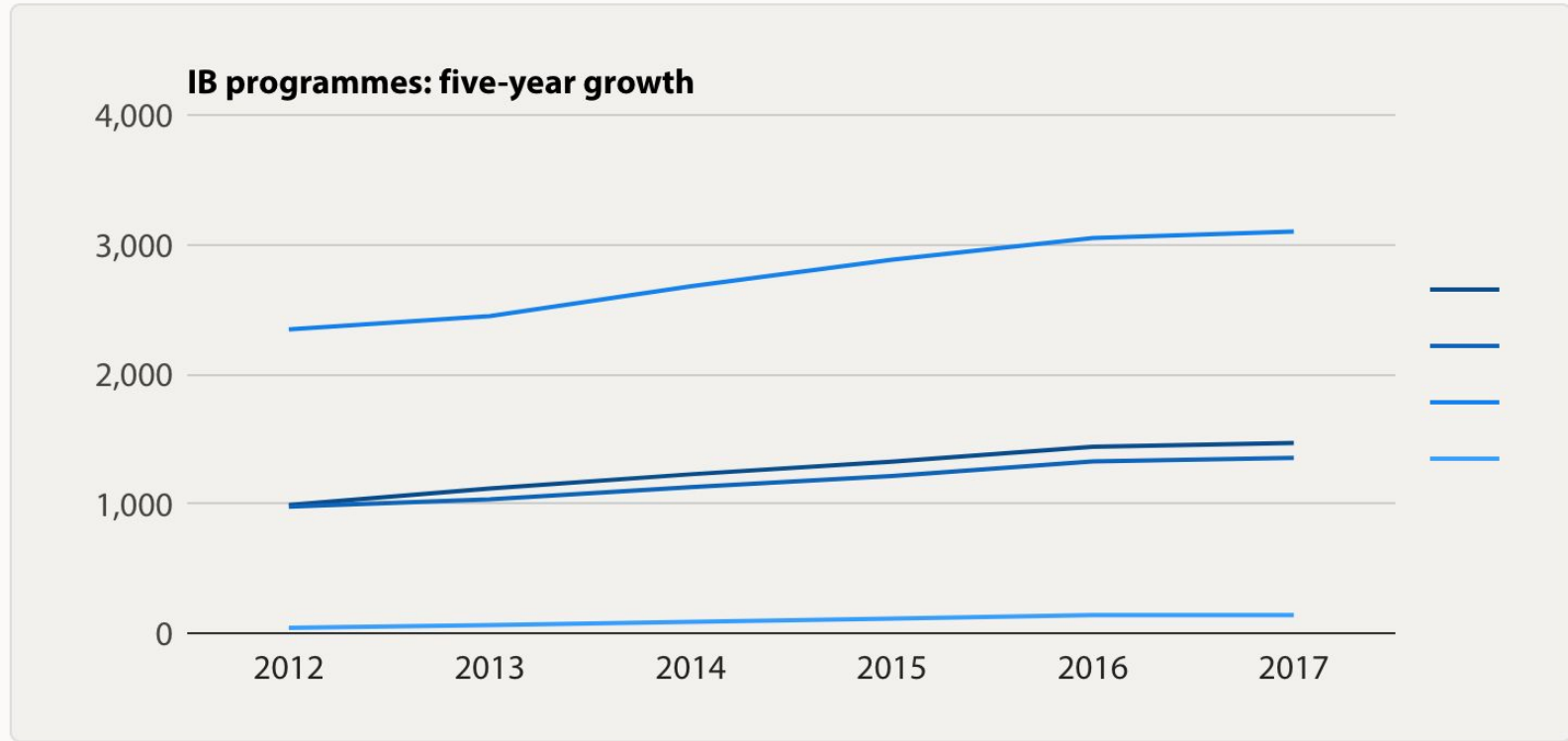


- The Americas
- Africa, Europe, Middle East
- Asia-Pacific



Growth in number of IB programmes

Between 2012 and 2017, the number of IB programmes offered worldwide has grown by 39.3%.





First teaching of the IB

There has been an IB World School in this country since:



IB World schools

currently offer one or more of four IB programmes.



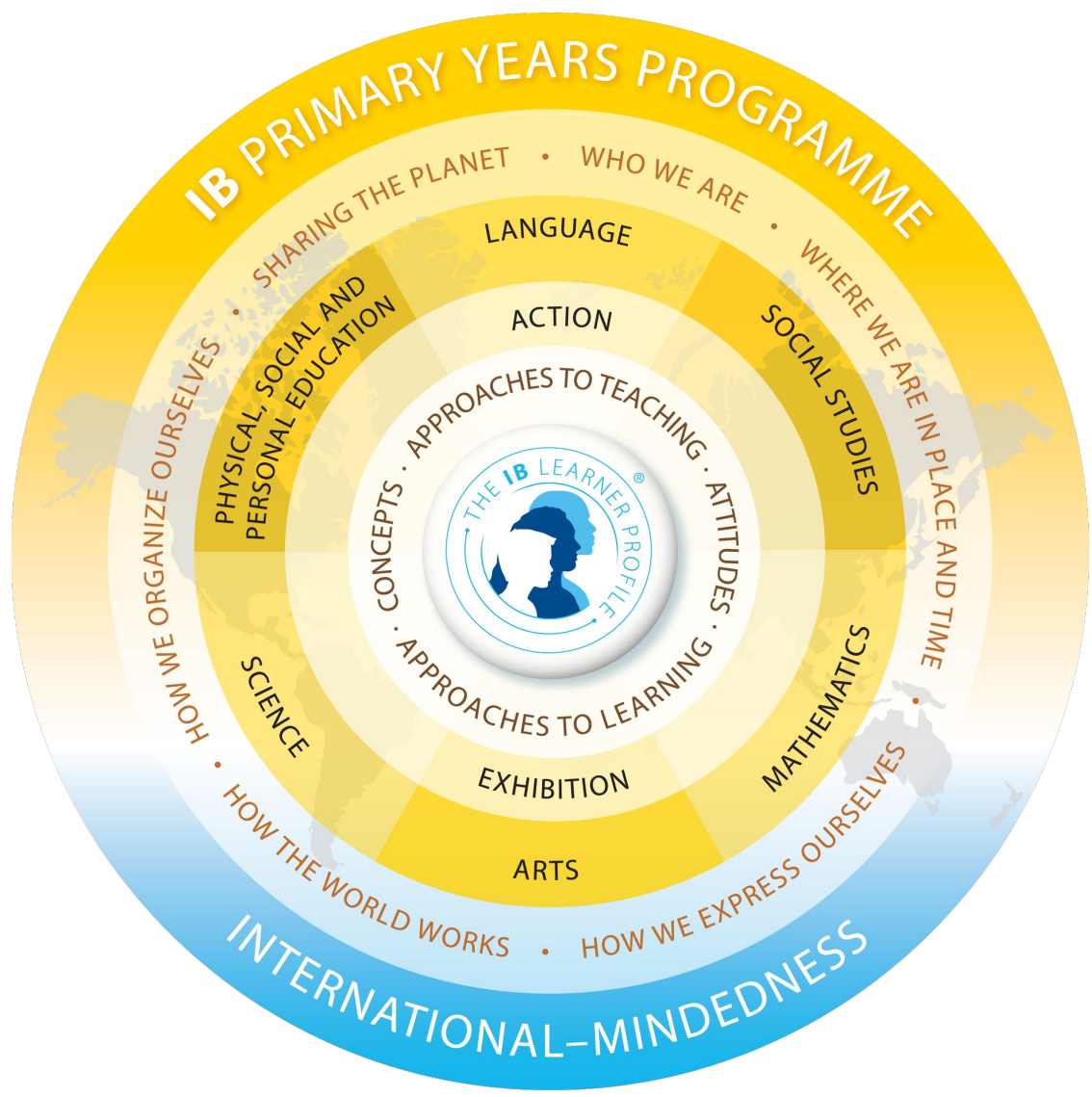
offered by **32** schools



offered by **17** schools



offered by **39** schools





5 Essential Elements - Knowledge

Knowledge is both disciplinary, represented by traditional subject areas (language, maths, science, social studies, arts, PSPE) and transdisciplinary



PYP transdisciplinary themes

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 place and time

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

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 organize 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.



5 Essential Elements - Concepts

concepts, which students explore through structured inquiry in order to develop coherent, in-depth understanding, and which have relevance both within and beyond subject areas



PYP key concepts and related questions

Change

Key question	How is it changing?
Definition	The understanding that change is the process of movement from one state to another. It is universal and inevitable.
Rationale	This concept was selected, not only because it is such a universal feature of all existence, but also because it has particular relevance to students developing international-mindedness who are growing up in a world in which the pace of change, both local and global, is accelerating.
Examples of related concepts	Adaptation, growth, cycles, sequences, transformation.

Connection

Key question	How is it connected to other things?
Definition	The understanding that we live in a world of interacting systems in which the actions of any individual element affect others.
Rationale	This concept was selected because of the importance of appreciating that nothing exists in a vacuum but, rather, as an element in a system; that the relationships within and among systems are often complex, and that changes in one aspect of a system will have consequences, even though these may not be immediately apparent; that we must consider the impact of our actions on others, whether at the immediate, personal level or at the level of far-reaching decisions affecting environments and communities.
Examples of related concepts	Systems, relationships, networks, homeostasis, interdependence.

Perspective

Key question	What are the points of view?
Definition	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.
Rationale	This concept was selected because of the compelling need to develop in students the disposition towards rejecting simplistic, biased interpretations, towards seeking and considering the points of view of others, and towards developing defensible interpretations.
Examples of related concepts	Subjectivity, truth, beliefs, opinion, prejudice.



PYP key concepts and related questions

Responsibility

Key question	What is our responsibility?
Definition	The understanding that people make choices based on their understandings, and the actions they take as a result do make a difference.
Rationale	This concept was selected because of the need to develop in students the disposition towards identifying and assuming responsibility, and towards taking socially responsible action. This concept is directly linked to the action component, one of the essential elements in the PYP curriculum.
Examples of related concepts	Rights, citizenship, values, justice, initiative.

Reflection

Key question	How do we know?
Definition	The understanding that there are different ways of knowing, and that it is important to reflect on our conclusions, to consider our methods of reasoning, and the quality and the reliability of the evidence we have considered.
Rationale	This concept was selected for a series of interrelated reasons. It challenges the students to examine their evidence, methods and conclusions. In doing so, it extends their thinking into the higher order of metacognition, begins to acquaint them with what it means to know in different disciplines, and encourages them to be rigorous in examining evidence for potential bias or other inaccuracy.
Examples of related concepts	Review, interpretation, evidence, responsibility, behaviour.

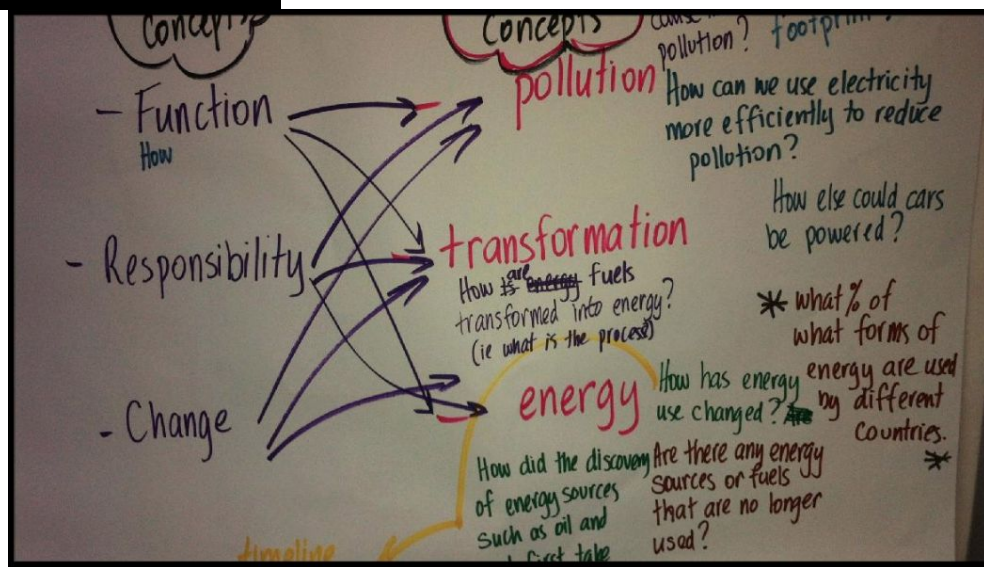
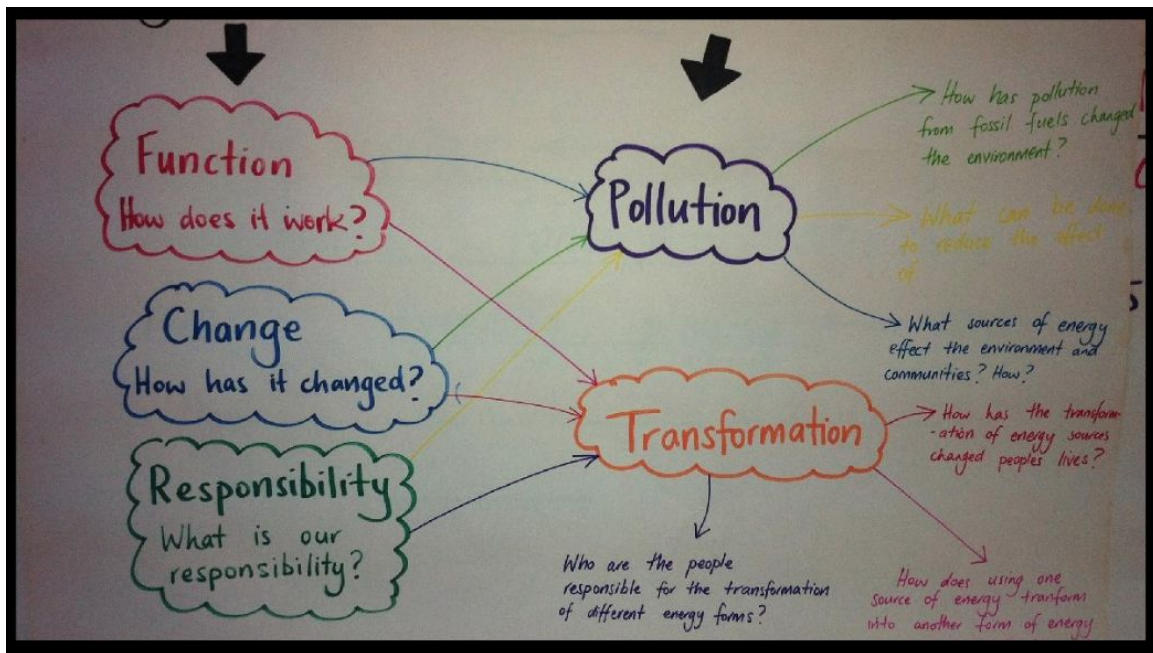


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5 Essential Elements - Approaches to Learning

approaches to learning, which are the broad capabilities students develop and apply during learning and in life beyond the classroom



Thinking skills	
Acquisition of knowledge	Gaining specific facts, ideas, vocabulary; remembering in a similar form.
Comprehension	Grasping meaning from material learned; communicating and interpreting learning.
Application	Making use of previously acquired knowledge in practical or new ways.
Analysis	Taking knowledge or ideas apart; separating into component parts; seeing relationships; finding unique characteristics.
Synthesis	Combining parts to create wholes; creating, designing, developing and innovating.
Evaluation	Making judgments or decisions based on chosen criteria; standards and conditions.
Dialectical thought	Thinking about two or more different points of view at the same time; understanding those points of view; being able to construct an argument for each point of view based on knowledge of the other(s); realizing that other people can also take one's own point of view.
Metacognition	Analysing one's own and others' thought processes; thinking about how one thinks and how one learns.



Social skills	
Accepting responsibility	Taking on and completing tasks in an appropriate manner; being willing to assume a share of the responsibility.
Respecting others	Listening sensitively to others; making decisions based on fairness and equality; recognizing that others' beliefs, viewpoints, religions and ideas may differ from one's own; stating one's opinion without hurting others.
Cooperating	Working cooperatively in a group; being courteous to others; sharing materials; taking turns.
Resolving conflict	Listening carefully to others; compromising; reacting reasonably to the situation; accepting responsibility appropriately; being fair.
Group decision-making	Listening to others; discussing ideas; asking questions; working towards and obtaining consensus.
Adopting a variety of group roles	Understanding what behaviour is appropriate in a given situation and acting accordingly; being a leader in some circumstances, a follower in others.

Communication skills	
Listening	Listening to directions; listening to others; listening to information.
Speaking	Speaking clearly; giving oral reports to small and large groups; expressing ideas clearly and logically; stating opinions.
Reading	Reading a variety of sources for information and pleasure; comprehending what has been read; making inferences and drawing conclusions.
Writing	Recording information and observations; taking notes and paraphrasing; writing summaries; writing reports; keeping a journal or record.
Viewing	Interpreting and analysing visuals and multimedia; understanding the ways in which images and language interact to convey ideas, values and beliefs; making informed choices about personal viewing experiences.
Presenting	Constructing visuals and multimedia for a range of purposes and audiences; communicating information and ideas through a variety of visual media; using appropriate technology for effective presentation and representation.
Non-verbal communication	Recognizing the meaning of visual and kinesthetic communication; recognizing and creating signs; interpreting and utilizing symbols.



Self-management skills	
Gross motor skills	Exhibiting skills in which groups of large muscles are used and the factor of strength is primary.
Fine motor skills	Exhibiting skills in which precision in delicate muscle systems is required.
Spatial awareness	Displaying a sensitivity to the position of objects in relation to oneself or each other.
Organization	Planning and carrying out activities effectively.
Time management	Using time effectively and appropriately.
Safety	Engaging in personal behaviour that avoids placing oneself or others in danger or at risk.
Healthy lifestyle	Making informed choices to achieve a balance in nutrition, rest, relaxation and exercise; practising appropriate hygiene and self-care.
Codes of behaviour	Knowing and applying appropriate rules or operating procedures of groups of people.
Informed choices	Selecting an appropriate course of action or behaviour based on fact or opinion.

Research skills	
Formulating questions	Identifying something one wants or needs to know and asking compelling and relevant questions that can be researched.
Observing	Using all the senses to notice relevant details.
Planning	Developing a course of action; writing an outline; devising ways of finding out necessary information.
Collecting data	Gathering information from a variety of first- and second-hand sources such as maps, surveys, direct observation, books, films, people, museums and ICT.
Recording data	Describing and recording observations by drawing, note taking, making charts, tallying, writing statements.
Organizing data	Sorting and categorizing information; arranging into understandable forms such as narrative descriptions, tables, timelines, graphs and diagrams.
Interpreting data	Drawing conclusions from relationships and patterns that emerge from organized data.
Presenting research findings	Effectively communicating what has been learned; choosing appropriate media.



5 Essential Elements - Attitudes

attitudes, which contribute to international-mindedness and the wellbeing of individuals and learning communities, and connect directly to the **IB learner profile**



PYP attitudes

In PYP schools, students should demonstrate:

Appreciation	Appreciating the wonder and beauty of the world and its people.
Commitment	Being committed to their own learning, persevering and showing self-discipline and responsibility.
Confidence	Feeling confident in their ability as learners, having the courage to take risks, applying what they have learned and making appropriate decisions and choices.
Cooperation	Cooperating, collaborating, and leading or following as the situation demands.
Creativity	Being creative and imaginative in their thinking and in their approach to problems and dilemmas.
Curiosity	Being curious about the nature of learning, about the world, its people and cultures.
Empathy	Imagining themselves in another's situation in order to understand his or her reasoning and emotions, so as to be open-minded and reflective about the perspectives of others.
Enthusiasm	Enjoying learning and willingly putting the effort into the process.
Independence	Thinking and acting independently, making their own judgments based on reasoned argument, and being able to defend their judgments.
Integrity	Being honest and demonstrating a considered sense of fairness.
Respect	Respecting themselves, others and the world around them.
Tolerance	Being sensitive about differences and diversity in the world and being responsive to the needs of others.



5 Essential Elements - Action

action, which is an expectation in the PYP that successful inquiry leads to responsible, thoughtful and appropriate action.



The action cycle

Reflect

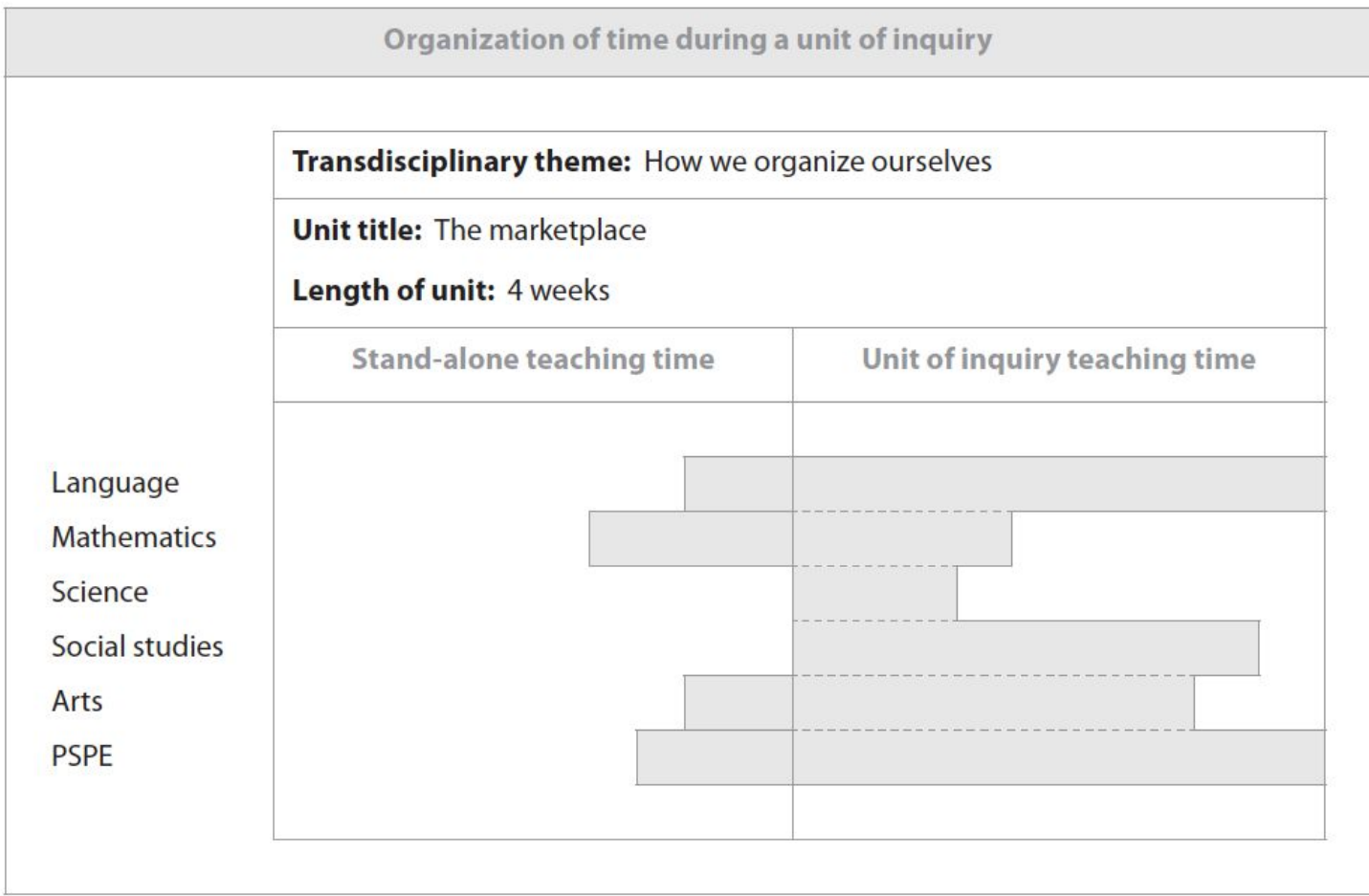
Choose

Act





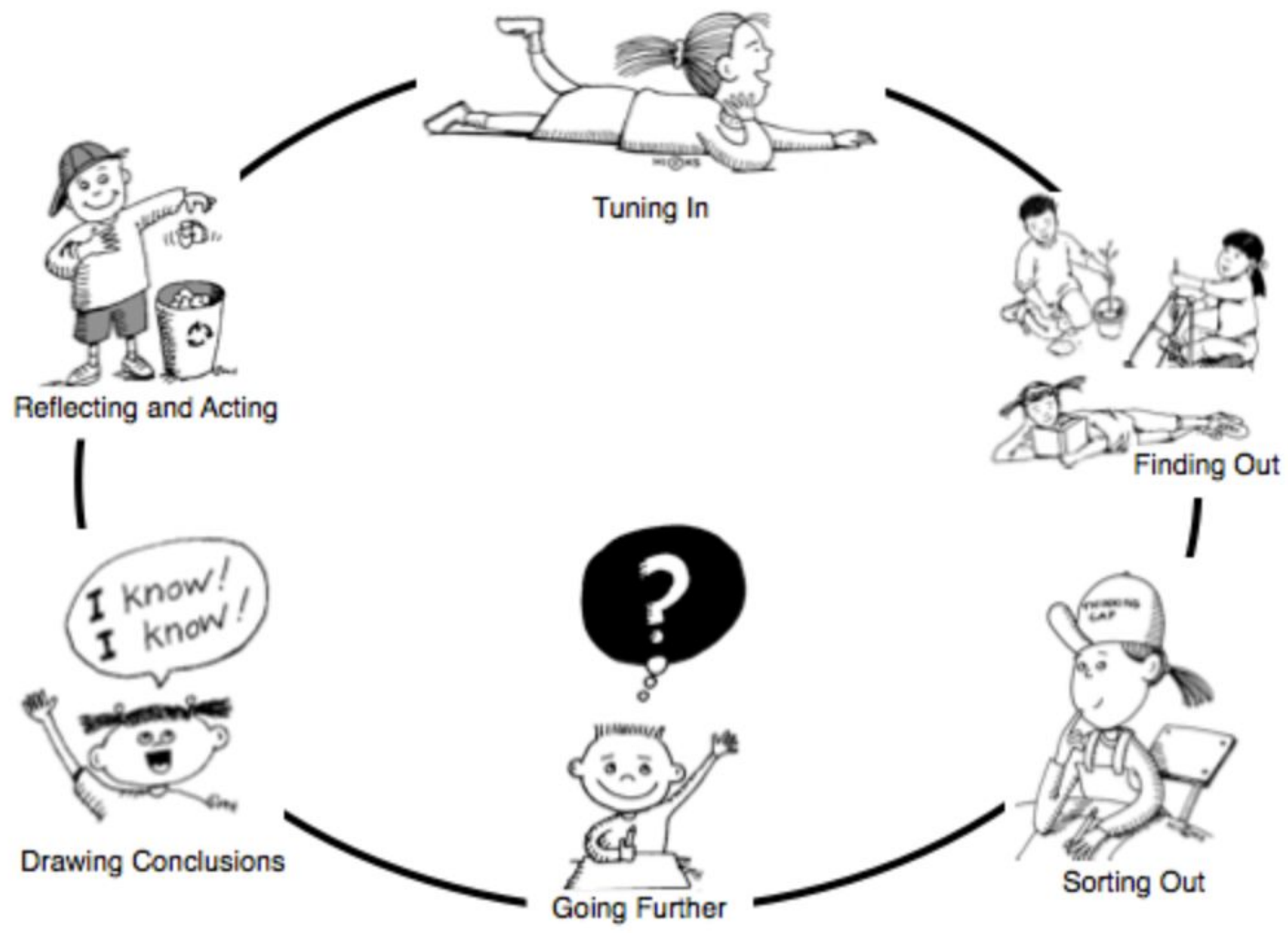
OK . . . so what can it look like in the classroom



Where we are in place and time

I'll take you through one of my favourite units to give you a bit of an idea

Central Idea. Migration is a response to risk, challenge and opportunity



Kath Murdoch's Inquiry Cycle





Grandpa's
migration from
Korea

Mother's
migration in
Vietnam

Families
migration
from India &
France

Migrations
from China
to Vietnam

Migrations
of the
French to
Belgium

**Human migration is a response to risk,
challenge & opportunity**

English
convict
migration to
Australia

My parent's
migration from
Australia to
Vietnam

Rural to city
migrations in
Vietnam



We then used a range of assessment tasks so that students could demonstrate their understanding of the Central Idea . . . written, art, videos, interviews



Wrap Up

What do we cover next?

Model Inquiry Lessons

Assessment

Helping at home with Math or Reading or Writing