

A Guide for the EIS
Community of Learners
The International Baccalaureate
PYP



Everything you ever wanted to know about The International Baccalaureate (IB) Primary Years Programme (PYP)



The International Baccalaureate PYP—A Guide for the EIS Community.

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Sources used in compiling this guidebook:

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

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Our School

We have over 1200 students from the Early Years through to Year 6. Amongst our student body, we have over 70 different nationalities.

Our teaching staff comes from all over the world. This wealth of experience and international-mindedness interests and engages our students to learn more about cultures outside of their own.

At Emirates International School – Jumeirah, we believe:

- Education is the shared responsibility of the total school community of Board, Administration, Faculty, Students and Parents working in partnership;
- An orderly, safe and caring environment is essential to academic success and is marked by respect for the rights of others and development of personal responsibility;
- Education must encompass the development of the whole individual with the school's emphasis on academic, physical, social and creative growth;
- Education must foster independent thinking, critical analysis and an appreciation and understanding of the difference of opinions;
- All children do not learn in the same way, and therefore allowances must be made for differences in learning styles;
- All children must be recognised and valued for hard work and perseverance;
- The school experience must promote positive interpersonal relationships;
- A good education will instil a desire for lifelong learning;
- Information Technology must be an essential part of the school curriculum.

OUR MISSION

We offer a broad international IB education in English, designed for local and expatriate students, which promotes excellence in all academic activities. It is our mission to enhance the educational, personal and physical development of our students, encouraging them to think critically and creatively in preparation for the next stage of their education.

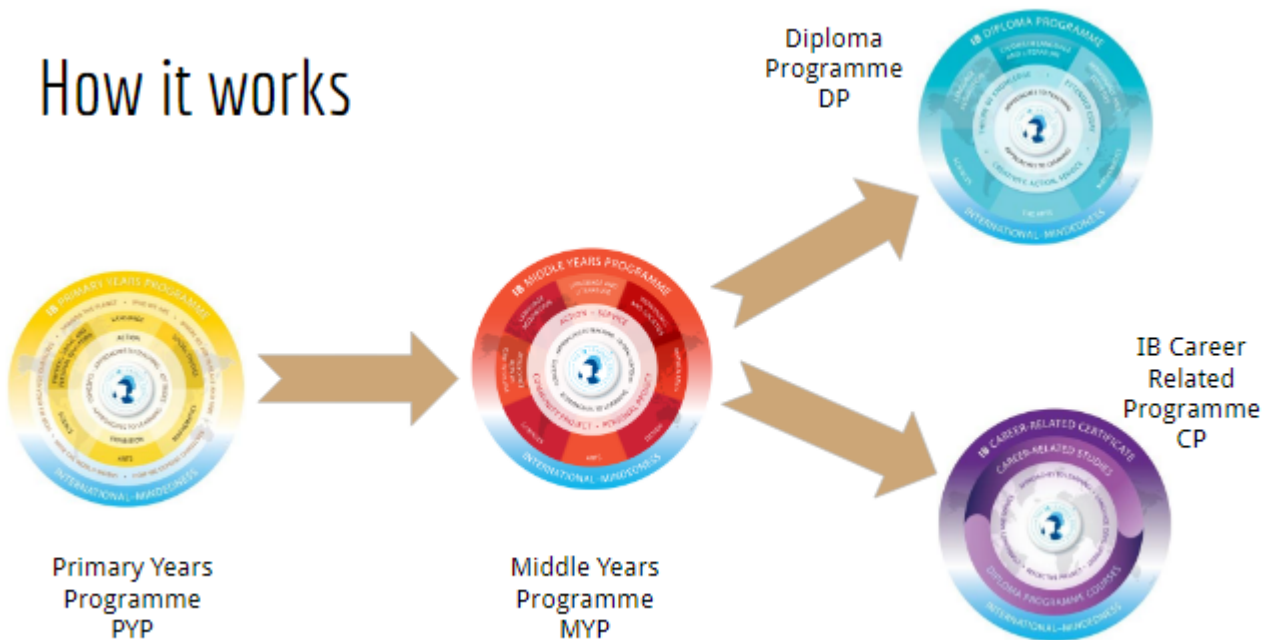
EIS – Jumeirah provides a safe yet challenging environment which develops in our students an intercultural sensitivity and responsibility towards the people and environment of our local and global community.

What is the International Baccalaureate Organisation?

It is a non-Profit educational and non-government (NGO) organisation of UNESCO. The IB's alliance with UNESCO encourages the integration of its educational goals into the IB Curriculum.

- It was established in 1968 in Geneva, Switzerland.
- It is governed by a 16 member council and is funded by fees from IB World Schools.
- The IBO offers four programmes of international education for students aged 3-19 years old.
- The Primary Years Programme (PYP) is for students 3-12 years old.
- The Middle Years Programme (MYP) for students 11-16 years old.
- The Diploma Programme (DP) for students 16-18 years old.
- The IB Career-related Programme (IBCP) for students 16-19.
- There are 651,000 IB students and 2,390 authorised IB schools in 129 countries.

How it works



What is an IB PYP School?

Regardless of location, size or make-up, an IB PYP school strives to develop an internationally-minded person.

The mission of the IBO

The International Baccalaureate® aims to develop inquiring, knowledgeable and caring young people who help create a better and more peaceful world through intercultural understanding and respect.

To this end, the organisation works with schools, governments and international organisations 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 other people, with their differences, can also be right.

What does that mean to EIS?

It means our EIS students are taught **WHY** they should know something and **HOW** it connects to other subjects and the real world. It means high-quality teaching and learning, challenging instruction and worldwide knowledge. It also means opportunities to study abroad for college/university and opportunities to make friends with others at IB schools around the world.

How does the IB PYP teach Students to be internationally-minded?

Through mastering and modelling the “Learner Profile” within teaching and learning. Regardless of which IB school your child may visit, these characteristics or “Learner Profile” remain the same—fundamental to the IB PYP learning experience.

But what does it mean to be “internationally minded”, and why is it important?

It is a thoughtful, critical perspective which applies to who we are and what we do. It includes how we communicate, our political awareness, cultural understanding, celebrating diversity, global awareness of global issues, and a reflection on how knowledge is constructed and applied. At EIS, we focus on moving students towards becoming people who reflect the characteristics of the “Learner Profile.”

Who is an “internationally-minded” person?

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

What is the “Learner Profile”?

These are qualities determined to be the most important in creating positive and productive citizens of the world. A profile is the description of a person’s qualities, values and characteristics.

What are these “Learner Profile” qualities?

At Emirates International School, Jumeirah.

Inquirers: I am curious and know how to discover answers to many of my questions. I love to learn!

Thinkers: I use my thinking skills to make good choices and solve problems.

Communicators: I understand and share ideas in more than one language.

Risk Takers/Courageous: I try new things, love to explore and confidently share my experiences.

Knowledgeable: I explore big ideas which are important. I know and can do a lot of important things.

Principled: I am fair and honest. I can make good decisions about what is right and wrong for me.

Caring: I am concerned about other peoples’ needs and feelings. I believe it is important to help others.

Open-Minded: I am comfortable with differences. I welcome and respect other peoples’ points of view and ways of doing things.

Balanced: To be healthy, it is important for me to balance the needs of my mind and body.

Reflective: I think about and discuss my learning, skills, and products.

Within the Enhanced PYP, the **Learner Profile** takes on a stronger meaning and influence. All of the **IB Attitudes** are subsumed within the **Learner Profile**. It is the **IB Attitudes** which help us to demonstrate the qualities of the **Learner Profile**.

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

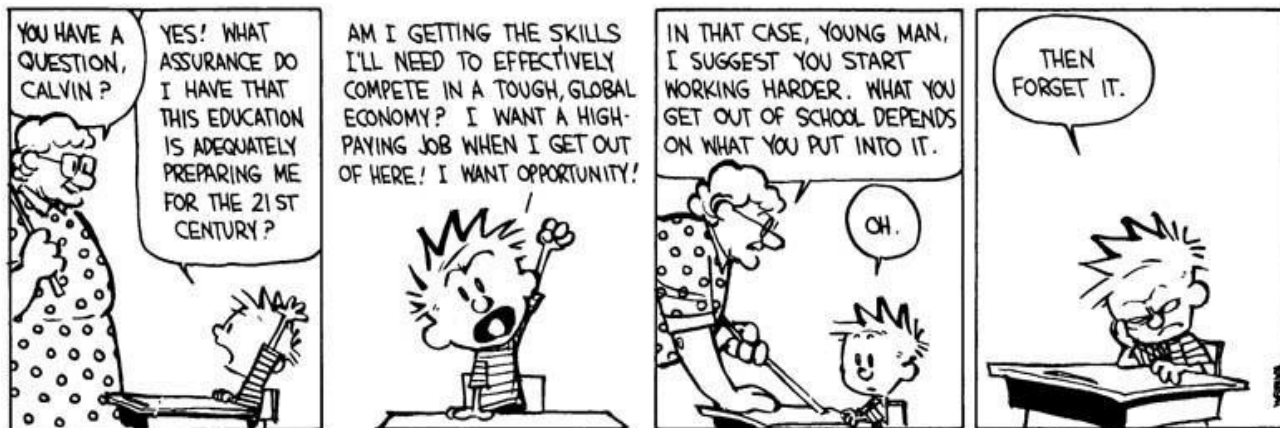
We understand the importance of balancing different aspects of our lives—intellectual, physical, and emotional—to achieve well-being for ourselves and others. We recognize our interdependence with other people and with the world in which we live.

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.

So, what will my child be learning at EIS?



With the IB PYP at EIS, we are committed to inquiry based learning as the vehicle for education. Six transdisciplinary themes provide the framework for exploration and construction of knowledge. Teachers and students are guided by these transdisciplinary themes—as they design units of inquiry for exploration and study. Through this process, students develop an understanding of important concepts, acquire essential skills and knowledge, develop particular attitudes and learn to take socially responsible action.

What does “transdisciplinary” mean?

Transdisciplinary is the breaking down of boundaries between subject areas. It is applied across all subjects and relates to real life. A transdisciplinary concept can stretch across mathematics, science, English, geography and ties them all together; it is not isolated to one subject. For example, the idea of change affects Mathematics, Science, English, Geography—the IB PYP strives to demonstrate this through learning, giving understanding to a real-life world.

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”.

IB Principles into Practise - Learning and Teaching

The IB curriculum incorporates 5 essential elements:

CONCEPTS

There are now 7 fundamental concepts expressed as key questions to propel the process of inquiry. These universal concepts drive the research units called UNITS OF INQUIRY, but they also have relevance within and across all subject areas (transdisciplinary).

The 7 fundamental concepts are:

- **Form:** What is it like?
- **Function:** How does it work?
- **Causation:** Why is it like it is?
- **Change:** How is it changing?
- **Connection:** How is it connected to other things?
- **Perspective:** What are the points of view?
- **Responsibility:** What is our responsibility?

APPROACHES TO LEARNING

SOCIAL SKILLS

- Developing positive interpersonal relationships and collaboration skills
- Developing social-emotional intelligence



RESEARCH SKILLS

- Information-literacy skills
- Media-literacy skills
- Ethical use of media/information



THINKING SKILLS

- Critical-thinking skills
- Creative-thinking skills
- Transfer skills
- Reflection/metacognitive skills



COMMUNICATION SKILLS

- Exchanging-information skills
- Literacy skills
- ICT skills



SELF-MANAGEMENT SKILLS

- Organization skills
- States of mind



THE KEY CONCEPTS

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

- FORM**
What is it like?
- FUNCTION**
How does it work?
- CAUSATION**
Why is it as it is?
- CHANGE**
How is it transforming?
- CONNECTION**
How is it linked to other things?
- PERSPECTIVE**
What are the points of view?
- RESPONSIBILITY**
What are our obligations?

APPROACHES TO LEARNING

The 5 sets of transdisciplinary skills are now known as **Approaches to Learning**. They have taken on a stronger meaning within the Enhanced PYP, playing a larger role in the delivery of the curriculum and are vital skills within a modern ever-changing world.

KNOWLEDGE

The PYP recognises it is inappropriate and challenging to dictate what every child should know in an international environment and community. Rather than provide a **fixed** syllabus or curriculum, the PYP has identified **themes** or areas of knowledge, which are used to organise the **6 Units of Inquiry**, taught from early childhood through to Year 6.

These **Units of Inquiry** provide the framework, as opposed to a textbook curriculum, for a wide variety of resources to be explored in order to accomplish the objectives within each **Unit of Inquiry**:

Who we are: An inquiry into the nature of the self; beliefs and values; personal, physical, mental, social and spiritual health; human relationships including families, friends, communities, and cultures; rights and responsibilities; what it means to be human.

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 organise ourselves: An inquiry into the interconnectedness of human-made systems and communities; the structure and function of organisations; 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.



ACTION

An explicit expectation of the PYP is that successful inquiry will lead to responsible action, initiated by the student as a result of the learning process. This action will extend the student's learning, or it may have a wider social impact.

From IB actions fall under 5 categories.

Participation - Get involved in different projects both here at school and at home

Advocacy - Spreading ideas to raise awareness of issues, driving change.

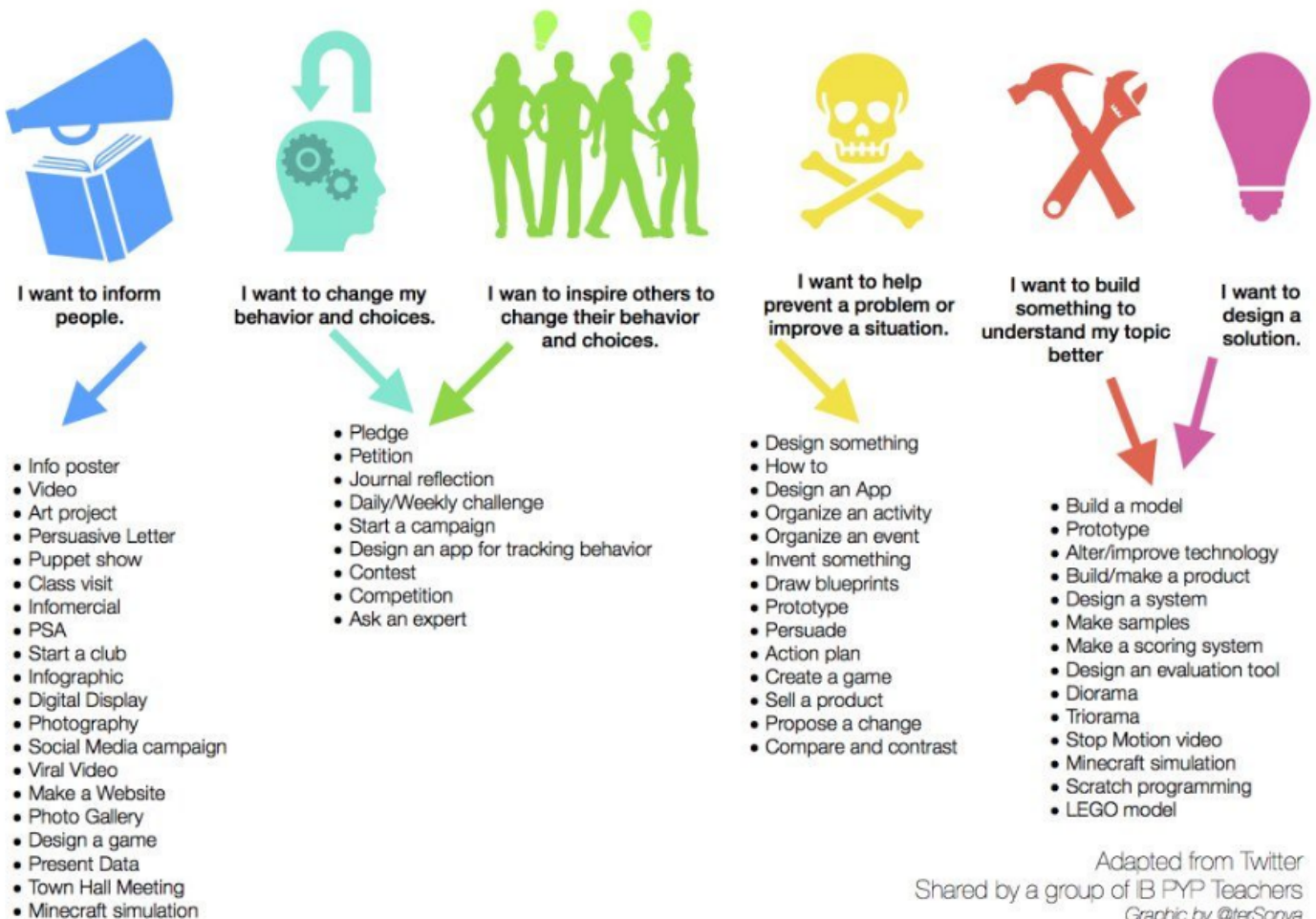
Social Justice - Addressing inequality in society - gender equality, racial equality, rich/poor divide.

Social Entrepreneurship - developing projects that help sustain societies.

Lifestyle Choices - Changing your own behaviours and lifestyle.

EIS students are encouraged to reflect, to make informed choices, to take action which will help their peers, school staff and the wider community. This is how our students demonstrate a deeper sense of learning by applying their knowledge to service and positive action.

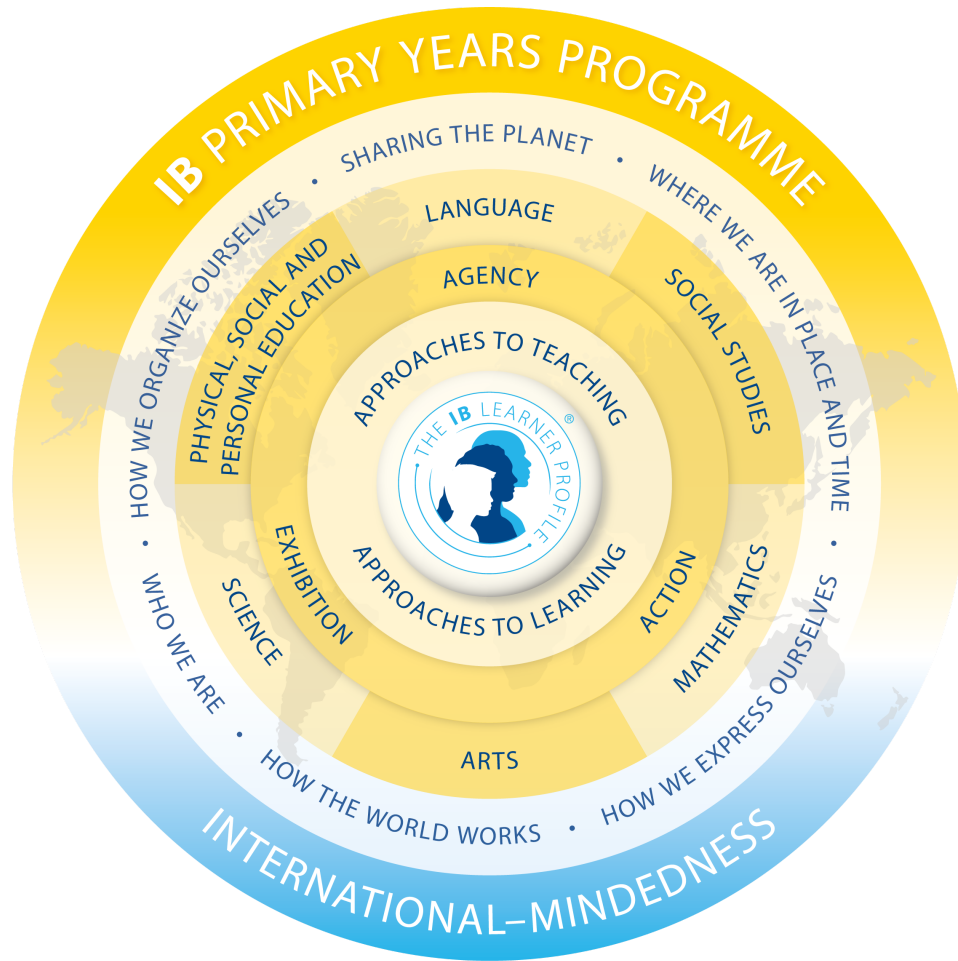
What kind of **ACTION** do I want to take?



Below is a diagram of **HOW** the IB incorporates those elements.

- In the centre, you will see the IB Learner Profile.
- Followed by the concepts, attitudes and approaches to learning and teaching.
- Action is taken place after these.

Those components are surrounded by the subjects and themes taught in EIS. All in all, the aim is to try and create a holistic view of educating an international citizen.



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

A Unit of Inquiry usually lasts 4-7 weeks, and the objective is to cover all 6 themes throughout the year in the year 2-6, with EY1/2 and Year 1 allowed to cover a minimum of 4. They follow the inquiry cycle for the duration of the unit. For example, during the Unit, “Sharing the Planet,” students tune in to the learning by providing their knowledge of the topic; they then move on to finding out and so forth. Students will answer questions like: How do these resources connect people around the world? Or, how are these resources changing, and what does it mean for people? These concepts and questions move across all school subjects, i.e. mathematics, English, geography, etc., and apply to real life and the world around us.



How does EIS implement these Units of Inquiry?

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

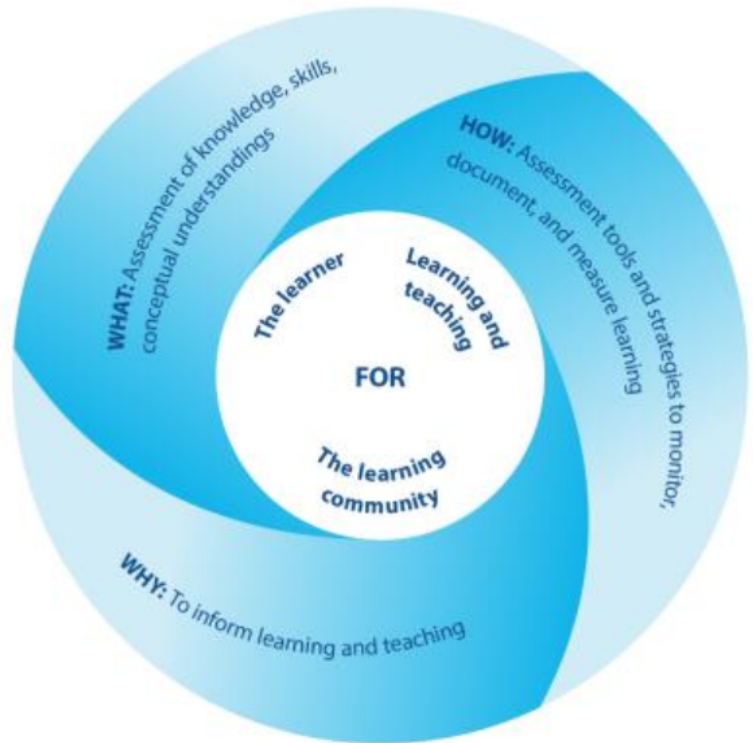
Why not use textbooks? It seems more systematic?

The IB PYP philosophy believes students learn best through authentic inquiry. While there is certainly sometimes a place in the curriculum for textbooks and workbooks, EIS uses a wide range of resources which best cater to our student’s individual needs and learning styles.

The IB PYP also recognises it is not knowledge alone which makes a learner successful but the skills and attitudes they develop along the way.

How are students at EIS tested?

Assessment in IB PYP is “criterion-referenced.” This means students are scored against age expected standards, not against each other. All Units of Inquiry have a rubric that references back to the Central Idea and Lines of Inquiry for the unit. Teachers will give success criteria to the students so they are aware of what they should be achieving within lessons and throughout the year. These can be assessed in a variety of ways, some tasks could be verbal, and others could be hands-on, such as creating a project or piece of work. The work, the child, completes can show different skills and abilities, which will be recorded for future planning. Within our Assessment cycle, we are reviewing students writing through hot and cold tasks, Science investigations linked to our Units of inquiry, Our Maths Signs of Success allow our staff and students to understand where they are with their development in each strand of maths, students then apply their knowledge through our end of unit investigations.

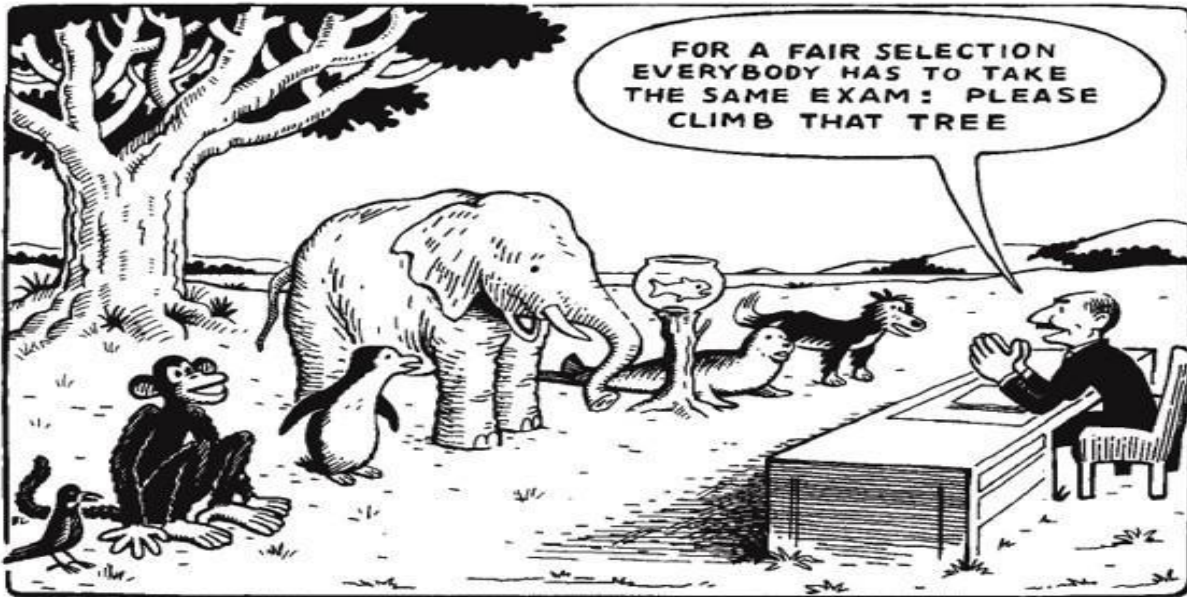


Explain to me a little more about how my child will be assessed at EIS?

At EIS, each Unit of Inquiry allows students opportunities to demonstrate learning is taking place; there are shifts in their understanding. This may look different across all subject areas. However, this shift in understanding is not always best demonstrated through a piece of written work or a traditional exam. Students work toward a culminating experience, part of their action, to show what they now know and understand. The goal is for our students to demonstrate learning has taken place by showing what they understand and how they are applying the understanding to real life, and the world around them. Authentic learning cannot always be demonstrated through traditional tests or exams.

Using this process we move beyond just content with the students incorporating our Approaches to Learning and our Learner Profiles

Assessment Strategies and Tools					
Assessment Tools	Rubrics	Exemplars	Checklists	Anecdotal Records	Continuums
Observations	✓		✓	✓	✓
Performance Assessments	✓	✓		✓	✓
Process-focused assessments	✓		✓	✓	✓
Selected Responses		✓	✓		✓
Open-ended tasks	✓	✓		✓	✓



At EIS, we believe assessment is the continuation of the learning process. It is not only assessment OF learning, but it is assessment FOR learning. Our EIS students must be able to apply their learning to the world around them. However, as we are an International School, we also try to benchmark ourselves against other IB and International Schools by using International Assessments.

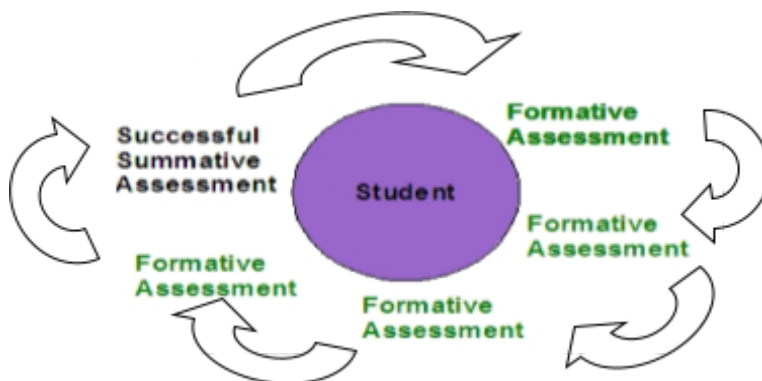
What is Formative and Summative Assessment?

The IB views assessment as needing to be authentic, essential, rich, engaging, and feasible. Students must be involved in the process of evaluating their learning.

Formative Assessment

“Formative” assessment is interwoven into daily lessons and learning.

This ongoing process of “checking in” between teachers and students helps both teachers and students find out what they already know in order to plan for the next stage of learning. “Formative” assessment and teaching are directly linked; effective learning cannot take place without one or the other. There are many forms of formative assessment.

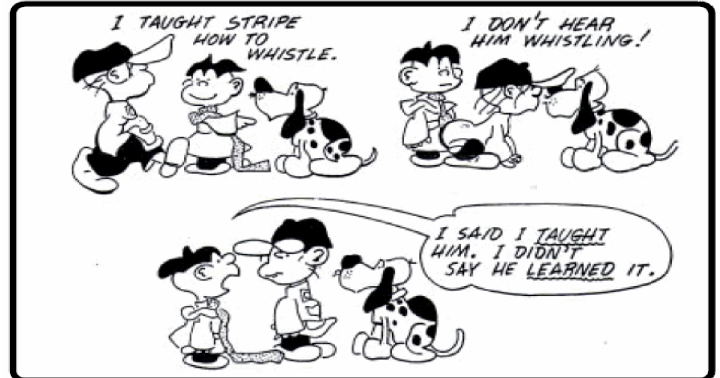


Summative Assessment

“**Summative**” assessment takes place at the end of the teaching and learning process, or Unit of Inquiry. This is the time students have the opportunity to demonstrate their understanding and application of what has been learned.

If you have any questions regarding the Primary Years Programme or the School itself, please contact our PYP coordinator.

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For further information on the changes happening with the Enhanced PYP, please visit our [EIS-J parent information site](#).

