

There are five essential elements within PYP

What do we want the students to understand?

Form: What is it?

Function: How does it work?

Causation: Why is it like it is?

Connection: How is it connected to other things?

Perspective: What are the points of view?

Responsibility: What is our responsibility?

Reflection: How do we know?

What do we want the students to know about?

This is the body of significant knowledge addressed in the Units of Inquiry and the subject lessons. ESF Teachers have developed Scope and Sequence documents which detail the knowledge aspect.

What do we want students to be able to do?

These are the Transdisciplinary skills which students will practise and apply in all areas of the curriculum. There are five skill areas:

Social skills

Communication skills

Thinking skills

Research skills

Self-management skills

What do we want students to feel?

These are the attitudes students should value and demonstrate. They are in line with our current school values and mission.

Tolerance **Curiosity**

Respect **Creativity**

Integrity **Co-operation**

Independence **Confidence**

Enthusiasm **Commitment**

Empathy **Appreciation**

How do we want students to act?

Within each unit of inquiry there is the option of an action element. This action should be student initiated and directly relate to the learning taking place. Parents have a role to play in identifying when action takes place beyond the confines of the school. Please share any observations with your child's teacher or email them to pyp@kennedy.edu.hk

The Profile, Attitudes, Transdisciplinary skills and the Central ideas for our inquiries will all eventually be on display in all our classrooms.

For more information on the Primary Years Programme go to the IBO website:
www.ibo.org
If you have any questions please e mail them to
pyp@kennedy.edu.hk

The Primary Years Programme



What is the International Baccalaureate Primary Years Programme?

The PYP is more than a curriculum framework; it is an approach to developing the whole child. It is intended for use with students aged 3-12 years. It was created following in depth research and encompasses the best of a range of national education systems and practice. The curriculum focuses on concepts, skills, attitudes and knowledge as well as content. It is based on the constructivist theory of education in which the child actively builds on what they already know, understands and can do, constructing meaning for themselves beyond the boundaries of traditional subjects.

The PYP is a comprehensive primary curriculum framework. It can also form part of a **continuum of international education** when it is followed by the MYP and/or IB diploma programmes. All PYP schools are not the same; each school maintains its identity while working within the PYP framework.

The curriculum is organised into 2 sections. Students learn through discrete subjects, for example Languages & Maths while still applying the principles of PYP. Students also learn through Units of Inquiry which are organised under six transdisciplinary themes. One inquiry per theme is completed every year by each year band. Units of inquiry are based around a central idea, these are based on the national curriculum. This idea must be true, relevant on a global scale and should not contain a value judgement.

Implementing PYP at Kennedy

Kennedy is currently a candidate school; the process of working towards authorisation will take between 2 & 3 years.

How will PYP impact on the curriculum?

Some familiar topics may be combined to make one in-depth inquiry in one year rather than shorter units on a similar theme over a period of a few years. What we teach will change only minimally, however the approach and teaching methods will alter.

How will PYP impact on the timetable? There will be fewer subject specific classes for PSHE, Art, DT, Science, Geography or History. Topics are more likely to be transdisciplinary and will have a strong element of inquiry. English and Mathematics will be taught separately but opportunities to apply these will be apparent across the curriculum. At appropriate times during the year specialists (eg. Music, PE, Mandarin) may plan and teach the same central idea as the class teachers, but at other times they will continue to teach their subject discretely while using some elements of PYP.

How will PYP impact on the teaching and learning? Students will often learn through inquiry. They will explore, play, read and discover knowledge which will lead to understanding. They should practise skills and then apply them – this includes learning Maths and Language skills which they then need to transfer to the context of their inquiry. Teaching and learning will include knowledge, skills, understanding, attitudes and the IB learner profile. Current good practise will be maintained and extended.

How will PYP impact on assessment? There will be a broader range of assessment which will allow students to demonstrate what they have learnt. Students may do presentations or design and build things as part of a performance task as well as completing traditional assessment tasks like tests and quizzes. In their final year students will present an exhibition to demonstrate all the aspects of PYP learning. (This is required by IBO but does not take place until after the school has received authorisation status.)

How will PYP impact on training for teachers? IBO organises a comprehensive range of workshops for teachers at school and regional level. All teachers (08-09) have received official IB training in the implementation of PYP.

The IB learner Profile

This is central to the PYP definition of what it means to be internationally minded. It is an integral element of all three IB programmes. It defines the type of person that IBO hopes schools will develop. There are ten attributes that IBO has identified as the qualities students should develop and demonstrate throughout their school career and beyond.

Thinkers	Communicators
Risk-takers	Knowledgeable
Principled	Reflective
Caring	Well-balanced
Inquirers	Open-minded

These exemplify international mindedness; they are learning outcomes for the 21st century. It is expected that all adults within the school community should also actively demonstrate these qualities.

How can parents support their child's learning?

- Provide an appropriate setting and routine for homework– BUT do not do the work for them.
- Assisting your child by asking questions to help them to find an answer or come to a conclusion rather than giving them the answers.
- Checking displays or the CLC to find out what your child's current Unit of Inquiry is and then discussing it with them.
- Allowing your child to take practical action in response to their learning.
- Offering yourself as a resource if you have skills or expertise relevant to **any** unit of inquiry.
- Discussing the attitudes and profile with them particularly if they receive recognition for demonstrating one of these.