



PYP

Handbook For Parents



The School With A Difference

Victorious Kidss Educares
An IB World School





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Victorious Kidss Educares Mission Statement

International Baccalaureate 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 programs of international education and rigorous assessment. These programs encourage students across the world to become active, compassionate and lifelong learners who understand that other people, with their differences, can also be right.



▶ We are committed to the children of the world and aim to build in them an attitude of “Learning to Love to Learn”.

▶ To build an ‘Institution’ where learning is rich with our spiritual heritage of Vedanta, keeping pace with the knowledge of the advancements in Western Science.

▶ To provide challenging, inquiry-based education with rigorous assessments, that provides equal opportunities to all students and encourage them to be creative, knowledgeable, international-minded, compassionate and lifelong learners.

▶ To create the best school where all children are achievers, having identified their self-worth, strengths, skills and intelligence with which they can solve problems effortlessly.

▶ To achieve international competitive and academic success through “World Class Education”.

▶ To develop students, teachers and parents as a community of learners who welcome, appreciate and respect the diversity of religion, culture and thoughts, share responsibility and work



“ Learning To Love To Learn ”

Victorious Kidss Educares believes that learning is the most fundamental aspect of human nature. We are born with an urge to learn, but parental and societal factors make us lose that love for learning.

At Victorious Kidss Educares, we strive to make the children responsible for their learning. Our motto is "Learning to Love to Learn". Our main goal is to provide the students with tools for lifelong learning. We build in their values, which will make them responsible citizens of the world. We know that every one of us has unique learning, working and thinking style. Yet almost all schools and universities still teach as if every student learns in the same way.

We provide an environment of love, patience and kindness to enhance the professional learning, thinking and caring for the individual students. Keeping in mind that "All children are born geniuses, and we spend the first six years of their lives degeniusing them." (Buckminster Fuller), we start our education for children from the mother's womb (expectant mothers), and after birth from 6 weeks.

We also believe that the education of a student is a collaborative responsibility; of the student, the teacher and the parent. Our school functions as a learning community where teachers act as facilitators and guides.



▶ To create extremely intelligent, knowledgeable, truly delightful children full of spiritual characteristics for which we all love children.

▶ To prepare our children to learn to face problems joyfully, and solve them effortlessly.

▶ To train and face the world, 24 years from today, where our children, parents and teachers will be leading as professional managers and leaders.

▶ To provide world-class education to our middle-class families at the best workable price.

▶ To build an institution where learning is rich with our spiritual heritage of Vedanta keeping up pace with knowledge of western science.

▶ To create Mentally Enhanced Superiorly Created Futuristic Children (MESFCF), who in turn will lead and manage the Universe as pillars.

What is the International Baccalaureate Organization?

The International Baccalaureate (IB), formerly known as the International Baccalaureate Organization (IBO), is a non-profit foundation headquartered in Geneva, Switzerland, and founded in 1968.

The organization's name and logo were changed in 2007 to reflect new structural arrangements. Consequently, "IB" may now refer to the organization itself, any of the four programmes, or the diploma or certificates awarded at the end of a programme.

It is a non-profit educational and non-governmental (NGO) organization of UNESCO. The IB's alliance with UNESCO encourages the integration of its educational goals into the curriculum. It is governed by a 16-member council and is funded by fees from IB World Schools.

It offers four educational programmes:

- ▶ The IB Diploma Programme and the IB Career-related Programme (15 to 19)
- ▶ The IB Middle Years Programme (11 to 16)
- ▶ The IB Primary Years Programme (3 to 12)

What's the story behind the IBO?

Marie Therese Maurette created the framework for what would eventually become the IB Diploma Programme, in 1948, when she wrote 'Is There a Way of Teaching for Peace?', a handbook for UNESCO. In the mid-1960s, a group of teachers from the International School of Geneva (Ecolint) created the International Schools Examinations Syndicate (ISES), which would later become the International Baccalaureate Organization (IBO).

The IB headquarters was officially established in Geneva, Switzerland in 1968, for the development and maintenance of the Diploma Programme, which provides an internationally acceptable university admission qualification for young people whose parents worked as diplomats or with international and multi-national companies.



What is the Primary Years Programme?



The PYP is a curriculum framework for young learners aged 3–12. Like all International Baccalaureate (IB) programmes, the IB learner profile permeates all facets of school life in the PYP. The PYP is based on the recognition of a child’s natural curiosity, creativity and ability to reflect. It generates a stimulating, challenging learning environment to nurture the whole child and foster a lifelong love of learning for all. The PYP is transdisciplinary, meaning students learn across subject areas while inquiring into big ideas.

Regardless of location, size, or make-up, an IB PYP school strives to develop an internationally minded person. It means our 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 “at home” (so to speak, in whichever country you live and go to school). It also means opportunities to study abroad for college/university, as well as opportunities to make friends with others at IB schools around the world.

The IB Primary Years Programme (PYP), is the first curriculum framework for international primary schools, designed for students ages three to twelve (grades preschool through five). Both, the curriculum and teaching aim to develop the intellectual, emotional and physical potential of each child, in a secure and stimulating environment.

International perspective

International perspective: A driving force behind the PYP is the philosophy of international mindedness. The IB’s mission statement strives to nurture young people who recognize that they are global citizens and who are motivated to make changes to and in the world.



Integrated

The subject areas of maths, language, science, social studies, arts, physical education are taught through transdisciplinary themes to help students make connections between the subjects, thereby facilitating more effective learning. This kind of learning is supported by ICT and library tools and resources.

Individualised

Learning and Teaching are differentiated for students' needs. Students are asked to make connections between life in school, life at home and life in the world. These connections contribute to the development of the attitudes that contribute to international mindedness.

The PYP fosters the development of thinking, communication, socializing, research and self-management skills. Students are encouraged to put what they have learned into practice through service to the school community, the local community and the global community.

How does the IB PYP develop “International Mindedness” in the students?

Through teaching and modelling the “Learner Profile”. Regardless of the IB school, your child may visit, these characteristics or “Learner Profile” remain the same - foundational to the IB PYP learning experience. IB PYP develops International mindedness in students by

- ▶ Focusing student inquiries on global human commonalities.
- ▶ Creating opportunities for meaningful cultural exchange and action in the local and global communities.
- ▶ Embracing multilingualism to enhance intercultural dialogue and global engagement.



What does it mean to be “Internationally Minded” and its importance?

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

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”?

The learner profile supports students in developing international-mindedness and in taking action for positive change. Exercising their agency, students take ownership of their learning, express their ideas and opinions, and reflect on their development of the learner profile attributes. Students have a range of opportunities to develop, demonstrate and reinforce attributes of the learner profile in the daily life of the learning community. For example, these opportunities arise:

- ▶ As part of the school curriculum—through the transdisciplinary units of inquiry and subject-specific investigations.
- ▶ Through interactions in a variety of learning spaces—in the library, music room, maker-space through social interactions—break/recess and lunch, sport and interest groups, after school activities during field trips—museum visits, inter-school sports events, camps.
- ▶ Through school events—assemblies, drama productions, sports days.
- ▶ At home and in the wider community—interactions with family, friends, local businesses, sports clubs, and interest groups.



But, what does it mean, “Profile”?

HINT: Think Facebook or Twitter or LinkedIn. A profile is the description of a person’s qualities, values, and characteristics.



What are these “Learner Profile” attributes?

- ▶ **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.
- ▶ **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.
- ▶ **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.
- ▶ **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.
- ▶ **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.
- ▶ **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.

So, what will my child learn at Victorious Kidss Educares?

► **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.

► **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.

With the IB PYP, we are committed to structured inquiry as to the vehicle for learning. Transdisciplinary themes provide the framework for the 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.



Ok, what does “Transdisciplinary” mean?

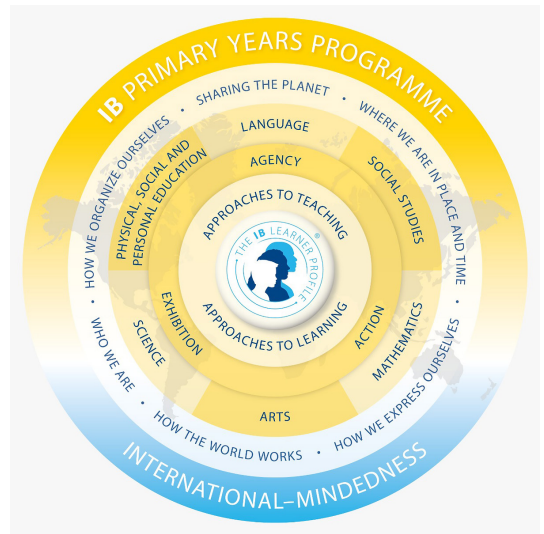
Transdisciplinary is the word that IB uses to describe a discipline that applies across all disciplines—it is interconnected and can be applied across all subjects and applied to real life. A transdisciplinary concept stretches across different subjects and ties it all together; it is not isolated to one subject.

For example, the idea of change affects Math, Science, Language, and Social Studies—the IB PYP strives to demonstrate this through learning, giving understanding to a real-life world.

In transdisciplinarity, the disciplines are no longer distinguishable, as the ingredients in a cake, and the result is something completely different (Choi and Pak 2006). Transdisciplinarity transcends subjects. It begins and ends with a problem, an issue or a theme.

Students’ interests and questions form the heart of transdisciplinary learning. It is a curriculum-organizing approach where human commonalities rise to the top without regard for subject boundaries.

Subjects become an instrument/tool/resource to explore a theme, problem or concept in depth. The result is a different or new organizing framework (Beane 1997; Klein 2006).



The PYP curriculum framework begins with the premise that students are agents of their learning and partners in the learning process. It prioritizes people and their relationships to build a strong learning community.

PYP students use their initiative to take responsibility and ownership of their learning. By learning through 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.

What are the key elements of the PYP programme?

The transdisciplinary elements of the PYP



Concepts and Conceptual Understanding

Concept-based inquiry is a powerful vehicle for learning that promotes meaning and understanding and challenges students to engage with significant ideas. Concepts are powerful, broad and abstract organizing ideas that may be transdisciplinary or subject-based.

Concepts help to build understandings across, between and beyond subjects. Key concepts provide a lens for conceptual understandings within a transdisciplinary unit of inquiry; related concepts provide a lens for conceptual understandings within a specific subject.

There are 7 fundamental key 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).

Learning through the Transdisciplinary Themes

The PYP recognizes that 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 organize the 6 Units of Inquiry, taught from early childhood through grade 5.

These transdisciplinary themes together provide children with authentic learning experiences that are not confined to the boundaries of traditional subjects. Although subjects play an important role in learning, PYP learners explore real-world problems by going beyond subject boundaries.

Students have opportunities to reflect on the significance of their learning to take meaningful action in their community and the wider world.

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

Six transdisciplinary themes:

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

The PYP encourages students to learn to appreciate the knowledge, conceptual understandings, skills and personal attributes.

Each school collaboratively develops a programme of inquiry to reflect the unique aspects of that school's community.

Exploring the six transdisciplinary themes in the PYP

The programme of inquiry articulates how the six transdisciplinary themes will be explored across the different age groups. It provides students in the early and primary years with the opportunity to experience a coherent and balanced curriculum.

The PYP framework is dynamic because a transdisciplinary programme of inquiry leaves room for emergent and unexpected ideas, directions and connections that

students might encounter.

The transdisciplinary themes mark the starting point of student inquiries. It is within the context of each theme that students explore related central ideas and assimilate knowledge.

These themes engage the learning community in rich dialogues and ongoing collaboration to build an understanding of themselves, their wider community and the world. Designed to have enduring value regardless of the geography or background of IB World Schools and students, the six themes guide what students will inquire into.

These themes allow learners to:

- ▶ Encapsulate our shared commonalities.
- ▶ Indicate the complexity and the connectedness of the human condition globally.
- ▶ Invite students to engage in dialogues about real issues in the world.
- ▶ Allow for authentic embeddedness of subject areas.
- ▶ Contribute to the uniqueness of the PYP.

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.

APPROACHES TO LEARNING (SKILLS)

Approaches to learning (ATL) are grounded in the belief that learning how to learn is fundamental to a student's education. Five categories of inter-related skills and associated sub-skills support students of all ages to become self-regulated learners. Through a variety of strategies, teachers collaboratively plan for implicit and explicit opportunities to develop ATL both inside and outside the programme of inquiry.

The five interrelated approaches to learning



Approaches to learning (ATL) are grounded in the belief that learning how to learn is fundamental to a student's education. Five categories of interrelated skills and associated sub-skills support students of all ages to become self-regulated learners.

Through a variety of strategies, teachers collaboratively plan for implicit and explicit opportunities to develop ATL both inside and outside the programme of inquiry.

Action in the PYP

ACTION - Initiated by students, PYP action is authentic, meaningful, mindful, responsible and responsive.

Action could be:

- ▶ A change in attitude.
- ▶ A consideration or plan for action in the future.
- ▶ A demonstration of responsibility, or of respect for self, others and the environment.
- ▶ A commitment to leading or participating in a youth advocacy group.
- ▶ An engagement in school decision-making or an expression of support in community, local and global decision-making.

Our students are encouraged to reflect, make informed choices, and take action that 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.



HOW IBPYP promotes Agency through Voice, Choice, and Ownership?

Agency

Conceptualized by Bandura in social cognitive theory, agency “enable[s] people to play a part in their self development, adaptation, and self-renewal with changing times” (Bandura 2001).

PYP Students have voice, choice and ownership for their own learning. When students’ have agency, the relationship between the teacher and students becomes a partnership. Students with a strong sense of self-efficacy bring a stronger sense of agency to the learning community. The learning community supports agency and fosters self-efficacy.

Inquiry in the PYP



Connecting passion with intention, the inquiry process builds capacity through student agency where voice, choice and ownership feature strongly. PYP teachers and students collaborate to plan for inquiry through a wide range of strategies, tools and practices that suit learning goals, reflect the learner profile, respond to students’ interests and understandings, and the school’s culture and context. Through the inquiry process, students move from current understandings to new and deeper understandings.

This process involves:

- ▶ 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
- ▶ Taking and defending a position
- ▶ Clarifying existing ideas and reappraising perceptions of events
- ▶ Applying concepts to deepen conceptual understandings
- ▶ Researching and seeking information
- ▶ Establishing and testing theories
- ▶ Solving problems in a variety of ways



Model inquiry and continually inquire into their teaching practices and learning processes of students as a source of professional development	Support thinking and metacognition (thinking about thinking) with prompts and tools	Implement hands-on learning, recognizing that a child's hands, eyes and ears are infinite sources of discovery	Scaffold connected opportunities for the development of skills	Create flexible and engaging learning spaces that promote independence and collaboration	Provide time for learners to wonder, explore, build and revise theories, engage in research and reflect on learning
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Value students as capable inquirers	Are open-minded about the process of inquiry, using conceptual understandings to anchor sustained investigations	<h1 style="text-align: center;">Inquiry teachers</h1>		Extend learning with open-ended questions or problems	Use prior knowledge as launching point for new learning
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Engage curiosity through meaningful learning engagements to launch and re-launch conceptual investigations	Use real world contexts and primary experiences as significant activators of learning	Personalise learning by employing a range of strategies and flexible groupings	Understand the importance of collaborative learning and value the contributions of both individuals and groups
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Reserve whole-class experiences for meaningful instructional, collaborative and reflective moments	Support students to make deliberate connections within and between subjects	Consider materials, fieldtrips, learning engagements as stimuli for inquiry	Generate routines, questions, strategies and systems that can be transferred across a range of contexts	Monitor and document learning providing meaningful feedback throughout	Measure the products of learning against established success criteria
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The Programme of Inquiry (POI)

POI consists of transdisciplinary units of inquiry that include:

- ▶ A central idea—the primary conceptual lens that frames the transdisciplinary unit of inquiry and supports students' conceptual understandings of the transdisciplinary theme under which it is situated.
- ▶ Concepts—key and related concepts that support higher-order thinking and provide lenses for considering knowledge related to the central idea in a range of ways.
- ▶ Lines of inquiry—statements that define the potential scope of an inquiry.

Subjects play an important role in planning transdisciplinary units of inquiry. They can determine, support, enrich and connect learning.

Each school's programme of inquiry is collaboratively developed to reflect the unique aspects of that school's community, from its geography to the needs and experiences of its members.

The programme of inquiry further ensures that students experience broad, balanced,

conceptual and connected learning throughout their time in school. It considers and supports:

- ▶ Transdisciplinary learning experiences
- ▶ Scope and sequence guidance
- ▶ Development of approaches to learning, learner profile and international-mindedness
- ▶ Inclusion of all learners, their interests, cultural diversity and variability in learning
- ▶ Learning within and beyond the learning community
- ▶ Personal and collective action



So, what actually is a Unit of Inquiry (UOI)?

Teaching teams have the discretion to decide on an appropriate starting point and time frame for the length of each unit of inquiry in order to ensure they are age-appropriate and fit for purpose. An inquiry into a central idea considers the breadth and depth of the learning; therefore, a duration of 4–8 weeks is recommended for each unit of inquiry.

Each UOI is explored under a transdisciplinary theme. For early Years 4 units under 4 different transdisciplinary themes are covered in an academic year and for primary years all 6 themes.

For example, during the Unit, “Sharing the Planet,” students may spend 4-6 weeks looking at the resources we have in the world and how various countries use, share, and dispose of these resources.

Students will answer questions like: How do these resources connect people around the world? Or, how are these resources changing and what does that mean for people? These concepts and questions move across all school subjects (i.e. Math, English, Geography, etc.) and apply to real life and the world around us.

And, how does the school implement these Units of Inquiry?

These themes or 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 that to real life.

Why not use textbooks/workbooks? It seems more systematic?

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

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

How are students assessed?

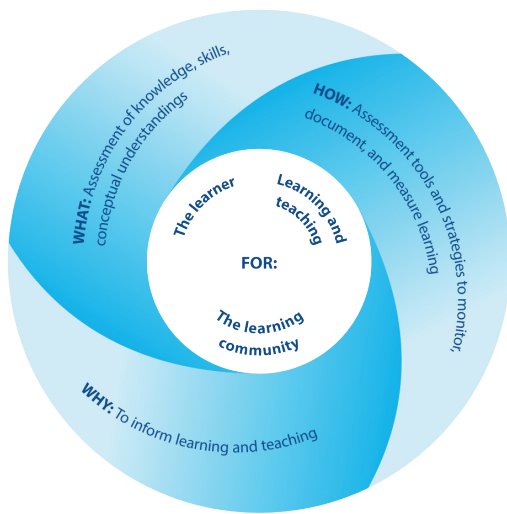
Assessment: How do we know what we have learned?

In IB PYP, assessment is an ongoing process of gathering, analysing, reflecting and acting on evidence of student learning to inform teaching. It involves teachers and students collaborating to monitor, document, measure and report learning.

Assessments are designed thoughtfully to support our students through the acquisition of subject-specific knowledge, development of ATLs as well as an understanding of concepts.

The main purpose of Assessments is to inform the process of teaching and learning. While on one hand, it identifies what students know, understand and can do at different stages; on the other hand, it helps us to modify the teaching process according to the learner's needs.

Effective assessment provides meaningful information to the entire learning community. Students become self-regulated as they act on feedback and strive to improve themselves. Teachers can reflect on their teaching and provide timely feedback to support learning. And at the same time parents and guardians can also participate in working towards their child's learning goals.



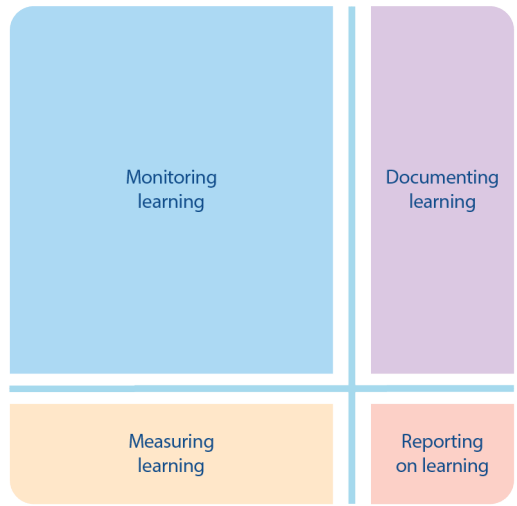
How does Assessment look like in our classroom at VKE?

At VKE students are assessed using various assessment tools and strategies. During the class discussion, the active participation of the students helps us gauge their interest level as well as prior knowledge.

Several formal and informal techniques which involve observation, taking down extensive anecdotes and using assessment tools like checklists, rubrics and exemplars, help teachers to determine their students' learning progress as well as adjust their own teaching practice. This is how we carry out documenting the evidence of learning for increasing the visibility of students' progress so that parents can also experience and celebrate

their child's endeavours and accomplishments.

We use a range of assessment tools and strategies to compile the most comprehensive picture of our students progress and achievement over time. This process also includes the participation of the students themselves. Documentation of assessments also provides vital insight towards reconnecting learning goals with the success criteria – which our students co-create themselves alongside their teachers. This is what activates the Student Agency, which leads to 'Active learning'.



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

Each Unit of Inquiry allows students opportunities to demonstrate that learning is taking place - that 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 may put together a final project, draw, act out a performance, do a presentation, or some other way to show what they have learned. The goal is for our students to demonstrate that learning has taken place by showing what they understand and how they are applying that understanding to real life and the world around them.

Authentic learning cannot always be demonstrated through traditional tests or exams. We believe that assessment is the continuation of the learning process. It assesses As and For learning. The point is that our students are able to apply their learning to the world around them.

The IB views assessment as needing to be authentic, essential, rich, engaging, and feasible—it should incorporate students in the process of evaluating their learning.

Assessment for learning is interwoven into the daily lessons and learning - this ongoing process of “checking in” between teachers and students, helps both teachers and students to find out what they already know, in order to plan for the next stage of learning.

Assessments and teaching are directly linked; effective learning cannot take place without one or the other.

Assessment of learning (optional) takes place at the end of the teaching and learning process—this is the time that students have the opportunity to demonstrate their understanding and application of what has been learned.

How can you, as a PARENT, get involved?

- ▶ Provide communication between yourself and school that is regular, 2-way, and meaningful.
- ▶ Participate as a partner in decisions that impact your child and family.
- ▶ Portfolios are a part of documenting student growth and reflections over the course of the students' elementary career. Ask your child to see his/her portfolio often when visiting the school.
- ▶ Collaboration with the community, through partnerships, which are mutually beneficial to our school and the community.
- ▶ You are always welcome! We need your support and assistance to make our school the great place that it is!

What is the home assignment like? How much home assignment should a child have?

This is not a program that just loads on a lot of homework. This is a big misconception that many people have about the IB program. Keeping in mind that each child is different, the home assignment is not overwhelming and kids still have time for a variety of after-school activities.



In the end, here is a summary of what the IB & PYP is:

Victorious Kidss Educares with the IB PYP means

“The whole art of teaching is only the awakening of the natural curiosity of young minds.” - Anatole France

“I cannot teach anybody anything; I can only make them think.” - Socrates

And this sums up what the IB PYP is NOT

“It is possible to store the mind with a million facts and still be entirely uneducated.” - Alec Bourne

“Passive acceptance of a teacher’s wisdom is easy for most boys and girls. It involves no effort of independent thought.” - Bertrand Russel

Our students in all grades have the opportunity to own their learning. Our teachers do not “cover” a subject or “give” a lesson. Our students take the lesson or learning process - they do it, make it, and experience it. Our students ask questions and learn how to find the answers to those questions and apply it to their lives and the world around them.

With the IB PYP, students see how things are connected in a real way, rather than simply being fragmented into school subjects. We are an international community and we are committed to the IB philosophy that puts students at the center of real-life learning by using their natural curiosity. The IB PYP model fits well with our mission and motto, to guide our students to be internationally minded with a passion for lifelong learning.



References

- ▶ Making the PYP happen: A curriculum framework for international primary education
- ▶ IB Primary Years Programme: From Principles into Practice
- ▶ The International Baccalaureate - A Guide for PYP Dummies (A KIS Parent Handbook)



The School With A Difference

VICTORIOUS KIDSS EDUCARES

Survey No. 53, 54, & 58, Hissa 2/1A, Fountain Road, Nagar Road, Kharadi,
Pune - 411014, Maharashtra, India

Email: admissions@victoriouskidsseducares.org