

Dubai International Academy

Primary Years Programme (PYP) Guide for parents and students-2022-23



Primary Years Guide: This handbook is an introduction to PYP for KG 1 to Year 6 at Dubai International Academy

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The mission statement of the International Baccalaureate

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.

DIA mission statement

To empower students with a holistic, rigorous and international education for success in an ever-changing world

Our Core Values

Achievement
Collaboration
Innovation
Integrity
Respect
Responsibility

Our Motto

Dream | Inspire | Achieve

What is the IB Primary Years Programme (PYP)

The PYP is designed for students aged 3 to 12. It focuses on the development of the whole child as an inquirer, both in the classroom and in the world outside. It is a framework guided by six transdisciplinary themes of global significance, explored using knowledge and skills derived from six subject areas, as well as transdisciplinary skills, with a powerful emphasis on inquiry. The PYP is flexible enough to accommodate the demands of most national or local curriculums and provides the best preparation for students to engage in the IB Middle Years Programme. [www.ibo.org]

Dubai International Academy offers a rigorous, balanced, significant, relevant and challenging programme for the students of KG 1 to Year 6. Primary Years Programme at DIA is an inquiry based, learner centred programme, that educates through a transdisciplinary conceptual framework, ensuring that the students engage in authentic, problem solving learning, utilizing skills and developing dispositions that will create global citizens.

IB Learner Profile

Central to the four programmes of the IB, is the Learner Profile, which defines international mindedness in action. Through the learner profile, we aim to develop the attributes of global citizens in our students. The learner profile is the thread that runs through all four programmes at our school.

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 analyze and take responsible actions on complex problems. We exercise initiative in making reasoned and 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 views 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 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 challenge and change.

Principled

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 learner profile is developed both, implicitly and explicitly at DIA, becoming an integral part of our everyday engagements through teaching and learning. It is celebrated through acknowledgement from teachers and peers.

Trans-disciplinary programme of inquiry

PYP is delivered through a trans-disciplinary programme of inquiry. Trans-disciplinary teaching involves collaborative planning, finding common conceptual links between subjects to integrate multiple subjects, team teaching and assessing for understanding and application across subjects. The teaching is implemented through six units of inquiry, each organized under a transdisciplinary theme.

- The whole school Programme Of Inquiry [POI] is created collaboratively by all teachers in PYP.
- KG1 to Year 1 students are required to do 4 units, whereas, years 2 to 6 undertake 6 units of inquiry through the year.
- Flexible time frames are permitted for the length of the units
- The POI is vertically and horizontally aligned.
- The subjects in PYP include language arts, Mathematics, Science, Social Studies, PSPE, the arts.
- The units have a context of real-life problem solving, through links to the UN Sustainable Development Goals and the alignment with the National Agenda of the UAE.



Trans-disciplinary themes

Our school has collaboratively developed a programme of inquiry to reflect the unique aspects of our school's community. The programme of inquiry is organized and framed by six transdisciplinary themes:

PYP Transdisciplinary Themes

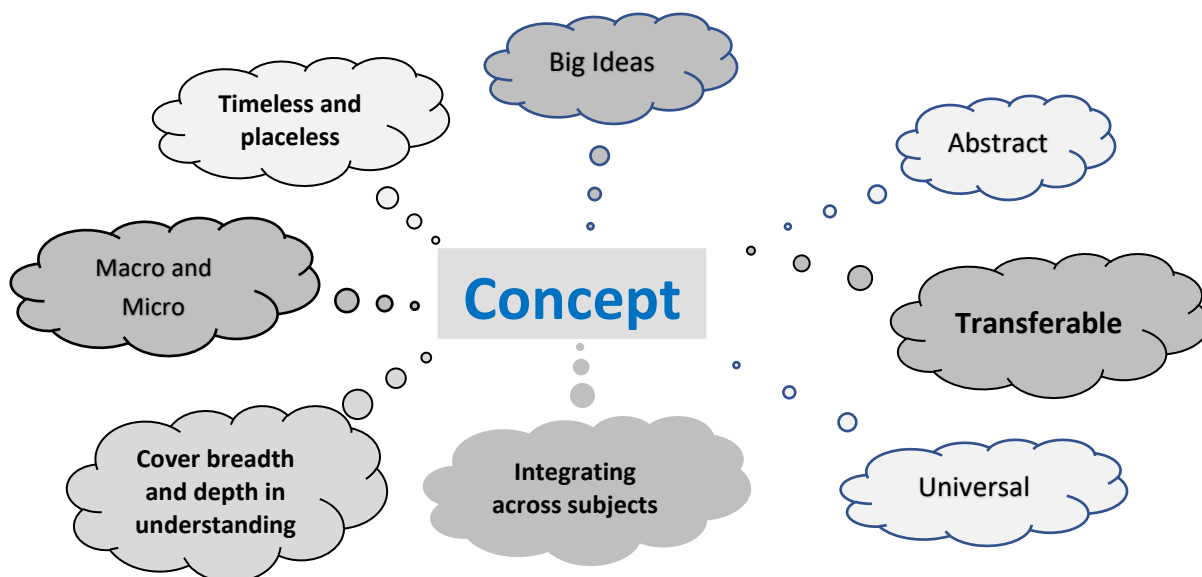
Who we are <i>Inquiry into the nature of the self; beliefs and values; personal, physical, mental, social and spiritual health; human relationships including families, friends, communities, and cultures; rights and responsibilities; what it means to be human.</i>	How the world works <i>Inquiry into the 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.</i>
Where we are in place and time <i>Inquiry into orientation in place and time; personal histories; homes and journeys; the discoveries, explorations and migrations of humankind; the relationship between and the interconnectedness of individuals and civilizations, from local and global perspectives.</i>	How we organize ourselves <i>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.</i>
How we express ourselves <i>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.</i>	Sharing the planet <i>Inquiry into rights and responsibilities in the struggle to share finite resources with other people and with other living things; communities and the relationship within and between them; access to equal opportunities; peace and conflict resolution.</i>

Conceptual learning in the PYP

Concepts are powerful, **broad and abstract organizing ideas** that may be **transdisciplinary or subject-based**. They represent the vehicle for students' inquiry into the opportunities and challenges of local and global significance. Concepts are concise; they are usually represented **by one or two words**.

The PYP identifies **seven key concepts** that facilitate planning for a conceptual approach to transdisciplinary and subject-specific learning.

Related concepts explore **key concepts in greater detail** and also add **depth** to the programme. In contrast to the broad key concepts, related concepts are more narrowly focused. All subjects have associated concepts that reflect the nature of its specific content. For example, in science, "adaptation" could be a related concept connected to the key concept of "change"; individuals and societies, "sustainability" could be a related concept associated with "change and responsibility"



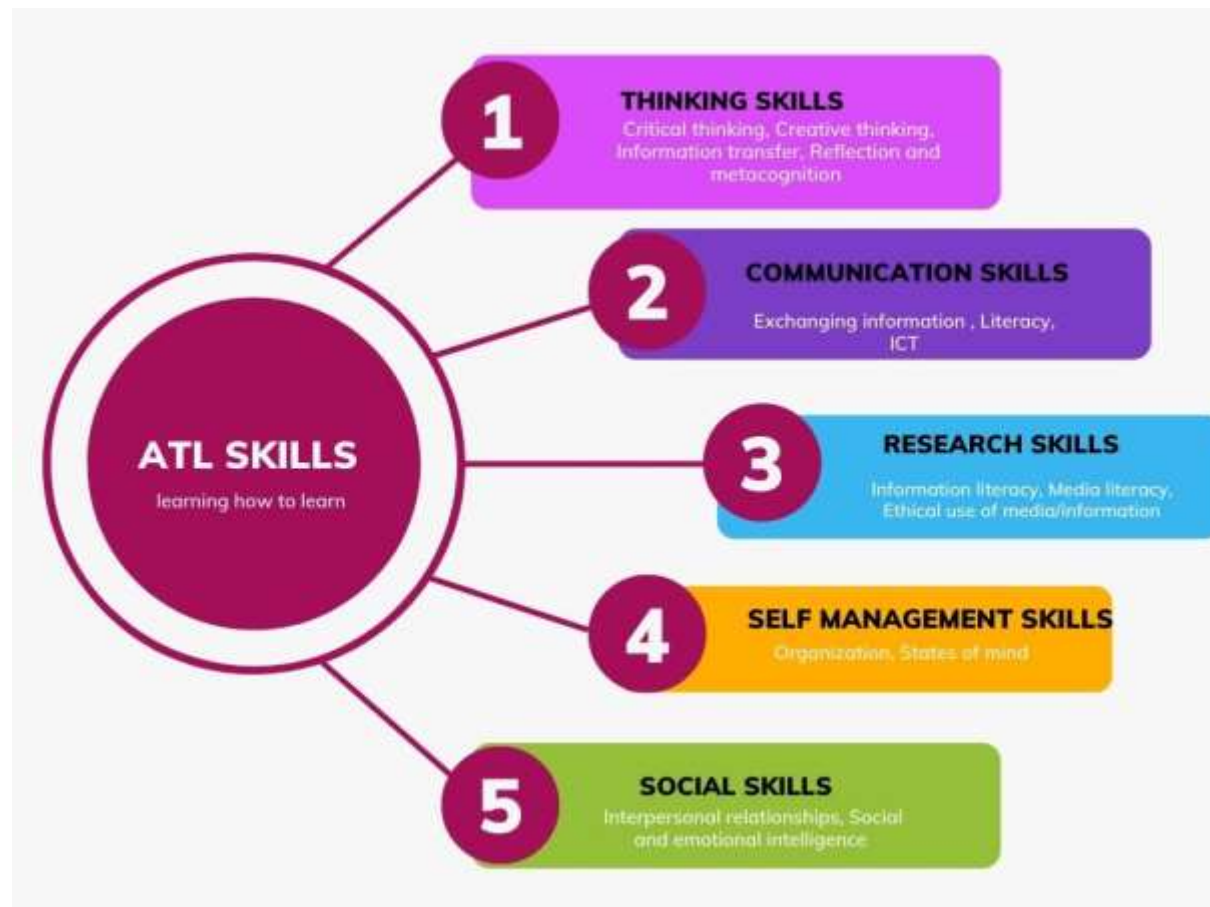
Concept	What does it mean
Form	What is it like? Everything has a form with recognizable features that can be observed, identified, described and categorized.
Function	How does it work? Everything has a purpose, a role or a way of behaving that can be investigated.
Causation	Why is it like it is? Things do not just happen, that there are causal relationships at work, and that actions have consequences.
Change	How is it changing? Change is the process of movement from one state to another. It is universal and inevitable.
Connection	How is it connected to other things? We live in a world of interacting systems in which the actions of any individual element affect others.
Perspective	What are the points of views? 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? People make choices based on their understandings, and the actions they take as a result do make a difference.

Approaches to learning Skills [ATL skills]

The IB approaches to learning skills (ATL) are grounded in the belief that learning how to learn is fundamental to a student's life in and out of a school context. In broad terms, IB programmes support learners in developing:

- Thinking skills
- Communication skills
- Research skills
- Self-management skills
- Social skills

The approaches to learning and associated sub-skills support students of all ages in being agentic and self-regulated learners. Through a variety of strategies, PYP teachers collaboratively plan for implicit and explicit opportunities to develop ATL both inside and outside the programme of inquiry.



Unit of Inquiry

Bringing together all the elements of the PYP, a unit of inquiry is designed by teachers. The combination and balance of all the elements in each unit is achieved through the following:

Transdisciplinary theme

Learning organized under one of the six themes, which frames the focus of the unit.

Central idea

Central idea has an enduring understanding. Links 2 to 3 concepts and Global Goals

Lines of inquiry

Three lines of inquiry based on concepts that create a focus of the unit. Break down the Central Idea into smaller concepts and linked to specific subject content

Concepts- key concepts and related concepts

Concepts that are linked to the central idea. Lines of inquiry are created through the lens of Key Concepts and related concepts that are more subject specific

Approaches to Learning [ATL] Skills

Two of the ATL skills the main focus. Further sub-skills within the main skill provide micro focus

Learner Profile

Two profiles become the focus of each unit, to help students develop international mindedness

Inquiry based teaching

Is a process that engages students in asking questions, investigating, finding answers and arriving at new understandings. This culminates in their sharing their understanding with others.

Why inquiry-based approach?

- Increases student engagement through 'wonder'
- Connected to child's world
- Enhances their creativity
- Develops independence
- Increases self-worth turning them into self-directed learners
- Develops skills that are required for negotiating life

Teachers in an inquiry-based approach

- Implement hands-on learning by engaging students' curiosity
- Extend learning with open-ended questions
- Create flexible and engaging learning spaces
- Use prior knowledge to launch new learning opportunities

- Encourage collaborative learning and value the contributions of individuals and groups
- Use real world contexts to create problem solving experiences
- Personalize learning by utilizing a range of strategies
- Support students to make connections between subjects and real life
- Monitor and document learning consistently to give feedback
- Value students as capable inquirers

Assessment in the PYP

Assessment is an ongoing process of gathering, analysing, reflecting and acting on evidence of student learning to inform teaching.

What do we assess?

Subject-specific knowledge and skills

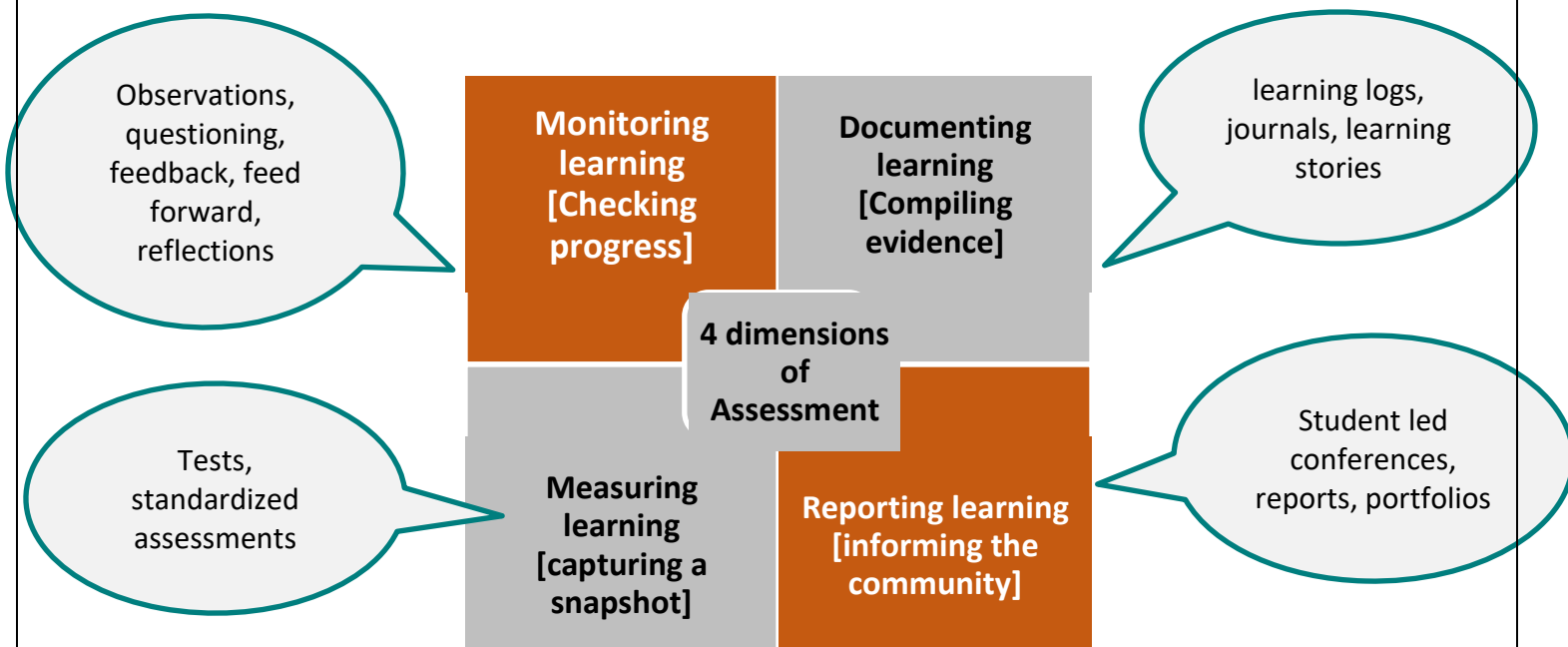
Understanding of concepts

Development of approaches to learning

Teachers and learners demonstrate assessment capability through:

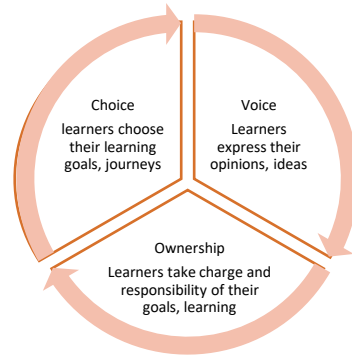
- Collaboration to monitor, document, measure, report and adjust learning
- Actively engaging in assessing and reflecting on their learning, acting on feedback from peers and teachers to feed forward to next steps in learning.
- Co-constructing the assessment design with teachers and peers
- Self-regulating their learning through setting and monitoring goals
- Engaging in authentic tasks and working in contexts for problem-solving
- Working together to create assessment capable schools

The four dimensions of assessment in the PYP



Assessment	Of learning	For learning	As learning
What is assessed	Student learning in subject areas	Teaching and learning	Learning
Why do we assess	To determine achievement	To give feedback on teaching and learning	To self-regulate and critically evaluate own learning
Who assesses	Teachers	Leadership, teachers and students	Students
When	At the end of each unit	Formative/at specified times during the unit	Ongoing, all the time
How	Class tests, standardized tests, summative assessments tasks, external assessments [ISA-Acers]	Formatives, feedback [for teachers and students], entry exit tickets, Lesson observations, learning walks	Reflections, peer assessment, self-assessment tasks, checklists, rubrics, student-teacher conferences

Agency and Action



Agency

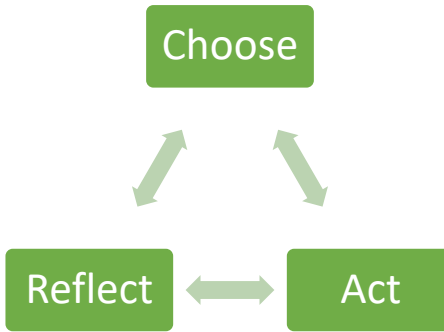
Agency and self-efficacy are fundamental to learning in the PYP. Throughout the programme, the learner is an agent for their own and others' learning. They direct their learning with a strong sense of identity and self-belief, and in conjunction with others, build a sense of community and awareness for the opinions, values and needs of others. [www.ibo.org]

The continuum of agency includes voice, choice and ownership by students. This is core of all learning experiences for students, building towards self-efficacy and self-directed learning; moving from teacher controlled to learner centred.

Learner Agency looks like this:



Action in the PYP



Action, the core of student agency, is integral to the PYP learning process and to the programme's overarching outcome of international mindedness. Through taking individual and collective action, students come to understand the responsibilities associated with being internationally-minded and to appreciate the benefits of working with others for a shared purpose. [www.ibo.org]

At DIA Action is,

- Directed by students
- Involves applying learning outside the classroom
- Includes service and giving back to the society
- Addresses real world issues
- Not time bound, place bound
- Authentic, meaningful, mindful
- Connected to Learner Profile, International mindedness

The Exhibition

In the final year of the programme [Year 6 at DIA], students undertake a collaborative, transdisciplinary inquiry process that involves them in identifying, investigating and offering solutions to real-life issues or problems. This is known as the exhibition. As the culminating experience of the PYP, the Exhibition offers students an exciting opportunity to demonstrate independence and responsibility for their own learning.

Features of the Exhibition

- Celebration of learning journey in the PYP
- Either as one of the units, or outside of the units
- Student-driven from conceptualizing, planning, implementing to presenting
- Collaborative, group work
- The process is equally important as the product, and is documented and used as a tool for learning
- Students write their planners- conceptualizing how their learning will proceed
- Involves entire community, including teachers, parents and secondary school students, through an opportunity to mentor
- Students plan for including and demonstrating all elements of the PYP- concepts, ATL skills, Learner Profile
- Linked to the Sustainable Development Goals
- Culminates in authentic Action to make a difference in addressing real-life issues



Glossary

Action	Action is an opportunity for students to apply their learning in real life situations to make a difference to the community. It is a spontaneous response to learning and is initiated by students.
Agency	To develop into self-regulated and self-directed learners, students take ownership of their learning and have a say in what and how they will learn.
Assessment	Assessment is a process involving the gathering, analysis, discussing of information about student performance and is designed to inform practice. It identifies what students know, understand, can do, and feel at different stages in the learning process. It involves using multiple sources and tools and culminates in using the information to enhance teaching and learning.
ATL skills	These are skills designed to enable students in the IB to “learn how to learn.” They are intended to apply across curriculum requirements and provide a common language for teachers and students to use when reflecting and building on the process of learning.
Concept	A concept is a “big idea”—a principle or notion that is enduring and is not constrained by a particular origin, subject matter or place in time (Erickson 2008).
Collaborative learning	A process through which learners at various performance levels work together in small groups toward a common goal. Collaborative learning is a relationship among learners that fosters positive interdependence, individual accountability, and interpersonal skills
Inquiry	Inquiry, interpreted in the 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.
Inquiry-based learning	A process that provides opportunities for learners to construct their own understanding of the complexity of the natural and human world around them.
Transdisciplinary	An approach to curriculum integration which dissolves the boundaries between the conventional disciplines and organizes teaching and learning around the construction of meaning in the context of real-world problems or themes.

Citations and websites

- From Principles into practice @ www.ibo.org
- IBE Glossary of Curriculum terminology @ <http://www.ibe.unesco.org/>
- Making the PYP happen: A curriculum framework for international primary education
- Public website www.ibo.org
- Transition guide for the Primary Years Programme