Primary Years Programme
International Baccalaureate Authorised World School
The John Paul College Primary School received official International Baccalaureate (IB) authorisation in 2009 to offer the Primary Years Programme (PYP) to students.

The Primary Years Programme is designed for students aged three to twelve and focuses on the total growth of the developing child, touching hearts as well as minds and encompassing social, physical, emotional and cultural needs in addition to academic development.

**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 IB 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 that other people, with their differences, can also be right.” *(International Baccalaureate Mission Statement)*

**The PYP Perspective on Learning**

The kind of student we hope will graduate from the PYP is the kind of student who, in the struggle to establish a personal set of values, will be laying the foundation upon which international-mindedness will develop and flourish. The attributes of such a learner are listed in the learner profile. The learner profile is central to the PYP definition of what it means to be internationally minded.
Primary Years Programme

Learner Profile

The aim of all International Baccalaureate programmes is to develop internationally minded people who, recognising their common humanity and shared guardianship of the planet, help to create a better and more peaceful world. (International Baccalaureate Mission Statement)

International Baccalaureate learners strive to be:

<table>
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<tr>
<th>Inquirers</th>
<th>They develop their natural curiosity. They acquire the skills necessary to conduct inquiry and research and show independence in learning. They actively enjoy learning and this love of learning will be sustained throughout their lives.</th>
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</thead>
<tbody>
<tr>
<td>Knowledgeable</td>
<td>They explore concepts, ideas and issues that have local and global significance. In so doing, they acquire in-depth knowledge and develop understanding across a broad and balanced range of disciplines.</td>
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<td>Thinkers</td>
<td>They exercise initiative in applying thinking skills critically and creatively to recognize and approach complex problems, and make reasoned, ethical decisions.</td>
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<tr>
<td>Communicators</td>
<td>They understand and express ideas and information confidently and creatively in more than one language and in a variety of modes of communication. They work effectively and willingly in collaboration with others.</td>
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<td>Principled</td>
<td>They act with integrity and honesty, with a strong sense of fairness, justice and respect for the dignity of the individual, groups and communities. They take responsibility for their own actions and the consequences that accompany them.</td>
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<td>Open-minded</td>
<td>They understand and appreciate their own cultures and personal histories, and are open to the perspectives, values and traditions of other individuals and communities. They are accustomed to seeking and evaluating a range of points of view, and are willing to grow from the experience.</td>
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<tr>
<td>Caring</td>
<td>They show empathy, compassion and respect towards the needs and feelings of others. They have a personal commitment to service, and act to make a positive difference to the lives of others and to the environment.</td>
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<td>Risk-takers</td>
<td>They approach unfamiliar situations and uncertainty with courage and forethought, and have the independence of spirit to explore new roles, ideas and strategies. They are brave and articulate in defending their beliefs.</td>
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<td>Balanced</td>
<td>They understand the importance of intellectual, physical and emotional balance to achieve personal well-being for themselves and others.</td>
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<td>Reflective</td>
<td>They give thoughtful consideration to their own learning and experience. They are able to assess and understand their strengths and limitations in order to support their learning and personal development.</td>
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(International Baccalaureate Learning Profile Booklet)

In the PYP, it is both recognised and appreciated that students come into the programme from various backgrounds and with a wealth of experience. All teachers have a responsibility to assess student development in the context of the IB learner profile as it affects all students throughout the programme. John Paul College has a responsibility on behalf of all students to assess and report on progress in the development of the attributes of the learner profile. In the context of PYP, the school is considered to be a community of learners where everyone (i.e. student, teacher and parent) is a learner.
Primary Years Programme

What do we want to learn?

Units of work are organised under the six PYP transdisciplinary themes:

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

Students inquire into and learn about these globally significant issues in the context of units of inquiry, each of which addresses a central idea relevant to a particular transdisciplinary theme.

These units collectively constitute the School's programme of inquiry, a sample of which is available on the IB Online Curriculum Centre (OCC) at http://occ.ibo.org. In the PYP, it is believed that this is the way in which students learn best. Students should be invited to investigate significant issues by formulating their own questions, designing their own inquiries, assessing the various means available to support their inquiries and proceeding with research, experimentation, observation and analysis that will help them in finding their own responses to the issues.
What does Inquiry look like?

Inquiry, interpreted in the broadest sense, is the process initiated by the students or the teacher that moves the students from their current understanding to a new and deeper level of understanding. This can mean:

• 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
• Clarifying existing ideas and reappraising perceptions of events
• Deepening understanding through the application of a concept
• Making and testing theories
• Researching and seeking information
• Taking and defending a position
• Solving problems in a variety of ways

How do we plan for this kind of Learning?

Most curriculum guides provide the basis for planning, usually in the form of a list of learning objectives. This list provides a document from which to plan. In the PYP, to support teachers who are implementing the programme, the link between the written, the taught and the assessed curriculum has been strengthened. Consequently, in the PYP a document with which to plan is provided. This document, the PYP planner, is designed to be used collaboratively and is structured around a central idea and lines of inquiry.

In the PYP, a balance is sought between the acquisition of essential knowledge and skills, development of conceptual understanding, demonstration of positive attitudes and taking of responsible action.

What is action?

Taking action is a way in which our students exhibit their commitment to the attributes of the learner profile and to the attitudes that we seek to engender within the PYP classroom. Students are encouraged to reflect, to make informed choices and to take action that will help their peers, school staff and the wider community.

This important element of the PYP programme provides all learners with the opportunity and the power to choose to act, to decide on their actions and to reflect on these actions in order to make a difference in and to the world.