

Primary Years Programme

PYP



An Educational Initiative of



**International
School Dhaka**





ISD MISSION

We are building a community of responsible and compassionate lifelong learners who are committed to a sustainable future.

ISD Values

We value the concepts of:

- Holistic Wellbeing
- Sustainability
- Responsibility
- Compassion
- International mindedness

Our Objectives

The ISD learning environment nurtures holistic well-being...

- where systems, processes and practices are sustainable
- that meets the needs of a variety of learners
- that is physically and intellectually stimulating

At ISD there is a high quality inclusive education ...

- that fosters the characteristics and attributes described in the IB learner profile
- that empowers learners to co-construct what they know, understand and can do
- that nurtures creativity and individuality
- where the curriculum is transferrable
- that develops effective teams and leaders.
- that meets or exceeds the IB Standards and Practices for the PYP, MYP and DP
- that allows all students to access the curriculum, be challenged and reach their potential

ISD challenges our community to be responsible and internationally-minded learners...

- who embrace cultural diversity and develop intercultural understanding
- who foster compassion and empathy for each other and the world
- who are responsible and engaged global citizens
- who develop clear communication skills within a multilingual environment

At ISD learning is enriched by interactions and partnerships with our community ...

- through effective home-school relationships
- through the use of community resources to enhance learning experiences
- through engagement in authentic service and action

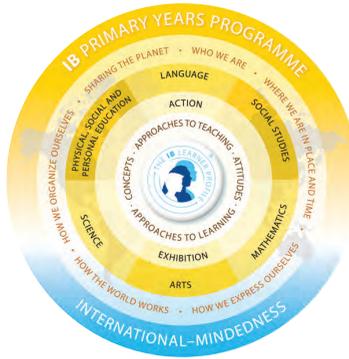
Welcome to the International School Dhaka

Committed to the spirit of international education, we aim to provide an academically rigorous, socially balanced high quality education. We foster a caring school community that respects individuals and cultural diversity. Students in the Primary school participate in the IB Primary Years Programme (IBPYP).

Through this publication, we will provide general information about International School Dhaka and an overview of the PYP. Please take the time to read the programme information available on our website: www.isdbd.org. If you do not find answers to your questions, please do not hesitate to ask further questions from our admissions office.

Our whole school community promotes the IB learner profile and attitudes. As a community of learners, our students thrive and learn when they are actively engaged and supported by both the school and home environment.

We look forward to collaborating with you on your child's learning journey.



International Baccalaureate and PYP overview

The IB Mission Statement:

“The International Baccalaureate Organization 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 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.”

-IBO, 2014

The aim of the PYP is to create a transdisciplinary curriculum that is engaging, relevant, challenging and significant for learners in the 3–12 age range. In developing a curriculum of international education for primary school students, the PYP definition of curriculum is broad and inclusive.

The IB believes that:

- all students should be supported to participate in the programme to the fullest extent possible
- the school’s curriculum includes all those student activities, academic and non-academic, for which the school takes responsibility, since they all have an impact on student learning.



Hi
MR. TJ ♡

I need
chocolate
I need calm
and stay
I need
friend



nara



International mindedness and ISD students

Being internationally-minded is central to the mission of our school and the IB programmes.

Developing international-mindedness is a planned and deliberate process.

Through many diverse experiences we drive our students to inquire about the world and make meaningful connections between what they already know and their new learning. It is through this process that we hope your child will develop a set of values with which to understand the world around them.

Internationally-minded students belong to a community of lifelong learners.

While understanding that international-mindedness is a process, we acknowledge that each child will develop their unique set of values. Recognizing their individualities helps them to become aware and accepting of their similarities and differences with others.

International-mindedness extends beyond the walls of International School Dhaka.

It is our aim that students will take what they have learned here at ISD and become global citizens. Your support at home, is integral in nurturing the international mindset in a range of contexts. As parents you are the best model of international-mindedness for your child.



The IB learner profile

The IB learner profile sets out to create internationally minded students who will exemplify these attributes in the world, long after they leave our school. By starting at the earliest ages here at International School Dhaka, these attributes will help your children grow as learners, as well as, balanced citizens of the world.

Students engage in a range of activities that provide opportunities to develop all the attributes of the learner profile – inquirers, thinkers, communicators, risk-takers, knowledgeable, principled, caring, open-minded, balanced and reflective.

As parents, we encourage you to model these attributes with your child. The more we encourage the learner profile in all areas of their life, the more they will understand international-mindedness.

The learner profile

<i>Inquirers</i>	<i>Their natural curiosity has been nurtured. They have acquired the skills necessary to conduct purposeful, constructive research. They actively enjoy learning and this love of learning will be sustained throughout their lives.</i>
<i>Thinkers</i>	<i>They exercise initiative in applying thinking skills critically and creatively to make sound decisions and to solve complex problems.</i>
<i>Communicators</i>	<i>They receive and express ideas and information confidently in more than one language, including the language of mathematical symbols.</i>
<i>Risk-takers</i>	<i>They approach unfamiliar situations without anxiety and have the confidence and independence of spirit to explore new roles, ideas and strategies. They are courageous and articulate in defending those things in which they believe.</i>
<i>Knowledgeable</i>	<i>They have spent time in our school exploring themes, which have global relevance and importance. In so doing, they have acquired a critical mass of significant knowledge.</i>
<i>Principled</i>	<i>They have a sound grasp of the principles of moral reasoning. They have integrity, honesty and a sense of fairness and justice.</i>
<i>Caring</i>	<i>They show sensitivity towards the needs and feelings of others. They have a sense of personal commitment to action and service.</i>
<i>Open-minded</i>	<i>They respect the view, values and traditions of other individuals and cultures and are accustomed to seeking and considering a range of points of view.</i>
<i>Balanced</i>	<i>They understand the importance of physical and mental balance and personal well-being.</i>
<i>Reflective</i>	<i>They give thoughtful consideration to their own learning and analyze their personal strengths and weaknesses in a constructive manner.</i>



Approaches to Learning

Within their learning throughout the programme, students acquire and apply a set of approaches to learning that include the following skills:

Thinking skills

These skills enable our students to acquire, understand, apply and evaluate knowledge. Students also make judgments or decisions based on chosen criteria and think about two or more different points of view. They are encouraged to think about their learning and thinking styles.

Social skills

Students practice social skills when accepting responsibility and respecting others. They work cooperatively in a group where there are opportunities to listen to others; resolve conflicts, accept responsibility and make group decisions.



Communication skills

Students communicate in a variety of ways. They listen, speak, read, write, view, present and use other non verbal forms of communication in all areas of learning.

Self-management skills

Students practice self-management skills that enable them to refine motor skills, develop spatial awareness, safety skills and a healthy lifestyle. They learn to become personally organized, make informed choices and manage time effectively.

Research skills

Students pose their questions and find ways to answer these through research. They learn how to plan, organize, interpret and present their findings.



PYP Attitudes and Action

Attitudes

The PYP attitudes need to be modelled for students to help them reflect on and develop their set of values.

In PYP schools, students should demonstrate:

- Appreciation
- Commitment
- Confidence
- Cooperation
- Creativity
- Curiosity
- Empathy
- Enthusiasm
- Independence
- Integrity
- Respect
- Tolerance

Action

In the PYP, it is believed that education must extend beyond the intellectual to include not only socially responsible attitudes, but also thoughtful and appropriate 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, and will clearly look different within each age range. PYP schools can and should meet the challenge of offering all learners the opportunity and the power to choose, to act and to take decision.'



PYP Transdisciplinary themes

To be transdisciplinary, means to cross over several disciplines, or subject areas. When your child learns in a transdisciplinary classroom, teachers may use many different subject areas to reiterate an important concept. Your child will learn through each of these transdisciplinary themes during the course of the school year (aside from Pre-K and Nursery where only four are studied each year).

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.



Units of inquiry

Inquiry is a form of learning that calls on students to construct meaning through asking questions and making connections to understandings they already have about the world. It is through these questions and connections that a meaningful foundation of learning for your children is built.

Inquiry is at the heart of the PYP. Learning is always evolving through a series of steps and connections. These steps should lead to new learning.

Inquiry encompasses a lot of planning and collaboration for each unit. Teachers discuss key concepts that should be understood by the learners, as well as the important skills and knowledge.

Learning activities in a unit of inquiry may include:

- Exploring, wondering and questioning
- Experimenting and playing with possibilities
- Collecting data and reporting findings
- Researching and seeking information
- Solving problems in a variety of ways

It is our aim to support and challenge each and every child through inquiry learning.





Mathematics and Language

In the PYP it is intended that students become competent users of the language and skills of mathematics, and use them as a way of thinking, rather than seeing it as a series of facts and equations to be memorized. The power of mathematics for describing and analysing the world around us is such that it has become a highly effective tool for solving problems.

It is fundamental to the philosophy of the PYP that, since it is to be used in context, mathematics needs to be taught in relevant, realistic contexts, rather than through an attempt to impart a fixed body of knowledge directly to students.

Play and exploration have a vital role in the learning and application of mathematical knowledge, particularly for younger students. All development of mathematical understanding should start with students exploring their personal experiences, understandings and knowledge.

Language

Language is fundamental to learning, thinking and communicating. It is necessary not only to learn language, but also learn about language and through language. Learning best takes place in authentic contexts, and literature plays a special role in enabling this to happen.

PYP schools have a special responsibility to recognize and support language development to ensure that all students are provided with the environment and the necessary language support to enable them to participate fully in the academic programme and in the social life of the school, as well as to develop as individuals. The strands of oral, written and visual communication are learned across and throughout the subject areas. Each aspect is only relevant in relation to the whole.

Acquisition of more than one language enriches personal growth and helps facilitate international understanding. Therefore, a PYP school provides the opportunity for all students to learn more than one language. Exposure to and experience with language, in all its richness and diversity, opens doors to key questions about life and learning, and encourages students to develop responsible attitudes and find appropriate ways to take action, in order to make a difference in the world. In a PYP school, mother-tongue language development is actively encouraged and supported.

The school and classroom libraries are have books in a range of languages.

Arts are a powerful means to assist in the development of the whole child, and are important for interpreting and understanding the world.

In the PYP, Arts promote imagination, communication, creativity, social development and original thinking.

Students gain confidence and competence in self-expression and collaborative learning, in both formal and informal settings. The ability to reflect and evaluate on their own work and the work of others is integral, and empowers students to take risks in and beyond the arts setting





Physical Education and ICT

Physical Education

Physical Education (PE) has an important role to play in human development: physical, social, personal and emotional. Giving students the opportunity to learn about movement and through develops these aspects movement. Through physical activities, students can increase their confidence and cooperative skills. They develop an understanding of the role of physical activity in a healthy lifestyle in order to make informed choices.

ICT

ICT provides opportunities for the enhancement of learning, and may significantly support students in their inquiries, and in developing their conceptual understanding. It is best considered as a tool for learning with its own set of skills, as opposed to an additional subject area.

The PYP Exhibition

The Primary Years Programme (PYP) exhibition represents a significant event in the life of a PYP school and student, synthesizing the essential elements of the PYP and sharing them with the whole school community. As a culminating experience it is an opportunity for students to exhibit the attributes of the International Baccalaureate (IB) learner profile that have been developing throughout their engagement with the PYP. (IBO, 2009).

The PYP exhibition (IBO, 2009) has a number of key purposes:

- For students to engage in an in-depth, collaborative inquiry
- To provide students with an opportunity to demonstrate independence and responsibility for their own learning
- To provide students with an opportunity to explore multiple perspectives
- For students to synthesize and apply their learning of previous years and to reflect upon their journey through the PYP
- To provide an authentic process for assessing student understanding
- To demonstrate how students can take action as a result of their learning
- To unite the students, teachers, parents and other members of the school community in a collaborative experience that incorporates the essential elements of the PYP
- To celebrate the transition of learners from primary to middle/secondary education.

International School



International School Dhaka (ISD) was founded in August 1999. The school is designed for students from Playgroup to Grade 12 and opened for students aged 3 to 11 years on August 30, 1999. At the end of 2006-07, ISD saw its very first Grade 12 students graduate with the ISD Diploma, with most qualifying for the full IB Diploma.

The Council of International Schools (CIS) accredits the school. CIS is the largest association of international schools with more than 900 member schools worldwide. ISD is also accredited by the New England Association of Schools and Colleges (NEASC)

ISD provides an international curriculum and has adopted the philosophy and curriculum framework of the programmes of the International Baccalaureate Organisation (IBO). The IBO has provided a rigorous curriculum and assessment for pre-university students around the world for thirty years in the form of the International Baccalaureate Diploma (IB Diploma).

The International Baccalaureate Primary Years Programme (PYP) and Middle Years Programme (MYP) have been developed specifically for young learners and aim to provide common learning experiences for students in international schools worldwide. The high standards set by these programmes provide an excellent preparation for the IB Diploma, a two-year programme which students follow in Grades 11 and 12. IB Diploma holders gain acceptance to recognised universities throughout the world.

ISD offers a fully integrated curriculum, which provides a stimulating opportunity for all our students. The programme of inquiry and grade level standards and benchmarks have been developed utilizing the best aspects of European, North American, New Zealand and Australian curricula as source materials.

ISD aims to meet the needs of those international students who have come from other countries, and may be returning to their home countries, as well as the needs of national students.

The Programme of Inquiry promotes an inquiry-based, which forms the basis of all learning experiences in the Primary School. The acquisition of the fundamental skills of literacy and numeracy are emphasized, however, our students are also encouraged to practice and apply these skills in a range of meaningful and realistic situations.

More information about the educational programmes offered at ISD can be downloaded from the school website: www.isdbd.org or that of the IBO: www.ibo.org.







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