



SZIA AN IB WORLD SCHOOL



IB PYP e-catalogue 2023-2024

SZIA MISSION STATEMENT



The mission of Sheikh Zayed International Academy–Islamabad is to help our students to become positive–thinking citizens who use knowledge and experience to develop their countries and to be active citizens in making a better future world. To this end, our main aim is to help our students grow as responsible, knowledgeable, thinking adults who retain their culture and traditions and, at the same time, respect all other nations, races and religions.”

Our IB mission

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.



International Baccalaureate®
Baccalauréat International
Bachillerato Internacional

IB PRIMARY YEARS PROGRAMME

The IB Primary Years Programme (PYP) for children aged 3 – 12 nurtures and develops young students as caring, active participants in a lifelong journey of learning.

Through its inquiry led, transdisciplinary framework, the PYP challenges students to think for themselves and take responsibility for their learning as they explore local and global issues and opportunities in real-life contexts.

10 Reasons



why the IB Primary Years Programme (PYP) is ideal for students to become active, lifelong learners



- 1 It encourages students to inquire**
The PYP fosters natural curiosity and learning in creative, supportive and collaborative environments.
- 2 Understanding a complex and interdependent world**
PYP students create meaning for themselves and build understanding through exploring real-world issues.
- 3 PYP students are confident communicators**
PYP students learn to communicate in a variety of ways and in more than one language.
- 4 Learning how to learn**
PYP students work collaboratively with teachers and other students to plan, present and assess their own learning.
- 5 It encourages international-mindedness**
Collaboration and understanding of their own and other cultures are an important focus of the PYP — students learn how to be respectful and open-minded.
- 6 Seeing things from different perspectives**
PYP students use critical and creative thinking to develop knowledge, understanding and skills within and across subject areas.
- 7 Students take action**
PYP students believe they are able to grow and succeed. They make appropriate choices and take responsibility for their actions.
- 8 Thinking about issues**
Creative learning gives students the agility and imagination to respond to new and unexpected challenges and opportunities in an increasingly globalized and uncertain world.
- 9 It involves the whole school learning community**
Together we celebrate our common humanity and the belief that education can help to build a better and more peaceful world.
- 10 Caring and responsible citizens**
Students can express ideas and opinions, and they can propose solutions that make a difference in their lives and the lives of others.

The PYP Curriculum:

Taught in over 109 countries around the world, the PYP curriculum framework is uniquely adaptable to state and national standards. Guided by six transdisciplinary themes of global significance, students deepen their learning by developing their conceptual understandings; strengthening their knowledge and skills across and beyond subject areas.

The International Baccalaureate® (IB) Primary Years Programme (PYP) aims to help students develop the skills, knowledge and dispositions they need to excel not only in their studies, but also in their personal growth.

Who is the PYP for?

PYP is open to any student aged 3-12

What are the benefits of the PYP?

The PYP is a transformative experience for students, teachers and whole school communities. PYP students learn how to take control of their learning, teachers collaborate to deepen student- learning and increase their confidence and self-motivation. The whole school community, including parents, are viewed as partners in learning, and actively contribute to a holistic educational experience

**IB PYP is changing!
(For the better)**



THE BIGGEST CHANGES IN THE PYP ENHANCEMENTS



AGENCY

"PYP students with agency use their own initiative and will, and take responsibility and ownership of their learning."



ASSESSMENT

"The development of knowledge, conceptual understanding and skills requires that both teachers and students demonstrate assessment capability."



LEADERSHIP

"Effective school leaders acknowledge the agency of all members...and encourage others in the learning community to take on formal and informal leadership roles to advance the school mission."



EARLY YEARS

"Supporting children cognitively, socially, emotionally and physically requires that all members of the learning community value these early years in their own right, as a time in which play is the primary driver for inquiry."

THE LEARNER

- Self-Regulated Learning: Students are empowered to be reflective of their strengths and areas of growth and to create their own goals and action plans to take charge of their own learning.

- Reflection (no longer a key concept) is a large responsibility of the learner.
- There are regular opportunities for feedback and feedforward

- Teachers are leaders and model agency, self-efficacy, and a sense of self-worth and the ability to influence.
- Schools work to develop opportunities to increase the capacity for leadership.
- Students are also given opportunities to lead.

- Early year ATLs are clearly defined and include the role of teachers and students
- Learners engage in symbolic exploration and expression to communicate their understandings.

LEARNING & TEACHING

- Teachers have more flexibility with the length and timing of units.

- Focused on process and progress (formative) over product (summative) assessments.
- Assessment is used to monitor, document, measure, and report on learning
- Knowledge, concepts, and skills are assessed

- Leaders model international-mindedness and create essential agreements for working groups
- Leaders recognize and develop strategic, cultural, pedagogical, entrepreneurial, relational, reflective, and insight capabilities of their staff.

- There is scheduled time for uninterrupted play.
- Teachers monitor and respond to learning needs based on student actions, reactions, and interactions.
- Teachers support language learning by providing opportunities for physical movement, imaginary and cooperative play.
- Play provides opportunities for students to develop receptive and cognitive, representational, and relational abilities.

LEARNING COMMUNITY

- Learning spaces and materials support choice.
- All members of the learning community (teachers, students, leadership and parents) are engaged in a process of learning and taking action.
- The learning community is involved! Students take action in their school and wider community.

- There is a shared understanding of how to assess and what data is being collected, analysed and reported.
- Parents, teachers, and students are informed of what students know, are able to do, and the goals they have moving forward.

- Leaders work to develop a shared sense of purpose.

- Young learners engage with appropriate technology devices to extend their investigations.
- Learning spaces are non-threatening, responsive, and stimulating.
- Strong relationships are built with students and family.



@MSCINDYPYP
all information is summarized from PYP: Principles to Practice

What is the enhanced PYP?

A commitment to agency in the enhanced PYP will create a culture within the learning community where students co-construct and self-adjust their learning experiences, building self-efficacy, a greater sense of learning ownership and contributing to their social, emotional and cognitive growth. The three components of IB PYP written, taught and assessed curriculum are replaced by human elements. Enhanced PYP, now, comprises of the learner, learning and teaching and the learning community. The written, taught and assessed curriculum is now subsumed within the three human elements.



MAKING THE ENHANCED PYP SIMPLE

THE KEY CONCEPTS

THESE SUPPORT HIGHER-ORDER THINKING AND PROVIDE LENSES FOR CONSIDERING KNOWLEDGE RELATED TO THE CENTRAL IDEA IN A RANGE OF WAYS

FORM

What is it like?

FUNCTION

How does it work?

CAUSATION

Why is it as it is?

CHANGE

How is it transforming?

CONNECTION

How is it linked to other things?

PERSPECTIVE

What are the points of view?

RESPONSIBILITY

What are our obligations?

APPROACHES TO LEARNING

SOCIAL SKILLS

- Developing positive interpersonal relationships and collaboration skills
- Developing social-emotional intelligence

RESEARCH SKILLS

- Information-literacy skills
- Media-literacy skills
- Ethical use of media/information

THINKING SKILLS

- Critical-thinking skills
- Creative-thinking skills
- Transfer skills
- Reflection/metacognitive skills

COMMUNICATION SKILLS

- Exchanging-information skills
- Literacy skills
- ICT skills

SELF-MANAGEMENT SKILLS

- Organization skills
- States of mind

KNOWLEDGE AGENCY

Who We Are

Where We Are in Place and Time

How We Express OurSelves

How the World Works

How We Organise OurSelves

Sharing the Planet

AGENCY

PYP LEARNERS....

• ARE ACTIVELY ENGAGED IN VARIOUS STAGES OF LEARNING, INCLUDING: THINKING ABOUT, PLANNING, MODIFYING AND CREATING

• ARE ACTIVELY INVOLVED IN DISCUSSION, QUESTIONING AND BY BEING SELF-DIRECTED IN THEIR CREATING (AS OPPOSED TO PASSIVE RECEIVING)

• APPLY THEIR UNDERSTANDING OF CONCEPTS THROUGH THE CONSTRUCTION OF THEIR PROJECTS/PLAY

• MAKE CONNECTIONS TO THE REAL WORLD BY TAKING PAST EXPERIENCES INTO THEIR PLAY WORLDS

• HAVE AN ACTIVE VOICE AND STAKE IN THE CLASSROOM/COMMUNITY

• FACE CHALLENGES AND ARE GIVEN THE FREEDOM TO INDEPENDENTLY OVERCOME THESE OR FAIL THROUGH TRIAL AND ERROR OR EXPERIMENTATION

• ARE RISK-TAKERS

• EXPRESS THEIR THEORIES OF THE WORLD AND THESE ARE HONoured IN THE ENVIRONMENT

• REFLECT ON THEIR ACTIONS AND SELF-REGULATE



VOICE

- students question, guide and direct learning
- students propose and initiate action
- students participate in decision making



CHOICE

- students co-construct learning goals
- students engage with multiple perspectives



OWNERSHIP

- students define own learning goals
- students reflect on own learning goals
- student ideas are supported throughout planning and taking action.

LEARNER PROFILE ATTRIBUTES

- INQUIRERS
- KNOWLEDGEABLE
- THINKERS
- COMMUNICATORS
- PRINCIPLED
- OPEN-MINDED
- CARING
- RISK-TAKERS
- BALANCED
- REFLECTIVE

APPROACHES TO TEACHING

★ BASED ON INQUIRY

★ FOCUSED ON CONCEPTUAL UNDERSTANDING

★ DEVELOPED IN LOCAL AND GLOBAL CONTEXTS

★ FOCUSED ON EFFECTIVE TEAMWORK AND COLLABORATION

★ DIFFERENTIATED TO MEET THE NEEDS OF ALL LEARNERS

★ INFORMED BY FORMATIVE AND SUMMATIVE ASSESSMENT

Central Idea

THE PRIMARY CONCEPTUAL LENS THAT FRAMES THE TRANSDISCIPLINARY UNIT OF INQUIRY AND SUPPORT STUDENTS' CONCEPTUAL UNDERSTANDINGS OF THE TRANSDISCIPLINARY THEME UNDER WHICH IT IS SITUATED

Lines of Inquiry

STATEMENTS THAT DEFINE THE POTENTIAL SCOPE OF AN INQUIRY

THE LEARNER

AGENCY

EARLY LEARNER

LEARNER PROFILE

ACTION

THE EXHIBITION

LEARNING AND TEACHING

TRANSDISCIPLINARY LEARNING

APPROACHES TO LEARNING

INQUIRY

CONCEPTS

DEVELOPING A PROGRAMME OF INQUIRY

ASSESSMENT

LANGUAGE

THE LEARNING COMMUNITY

COMMUNITY OF LEARNERS

INTERNATIONAL MINDENESS

LEADERSHIP

COLLABORATION

LEARNING ENVIRONMENTS

TECHNOLOGY

Action



PARTICIPATION

contributing as individual or group

ADVOCACY

action to support social / environmental / political change

SOCIAL JUSTICE

relation to rights, equality and equity, social well-being and justice

SOCIAL ENTREPRENEURSHIP

innovative, resourceful and sustainable social change

LIFESTYLE CHOICES

eg. consumption, impact of choices

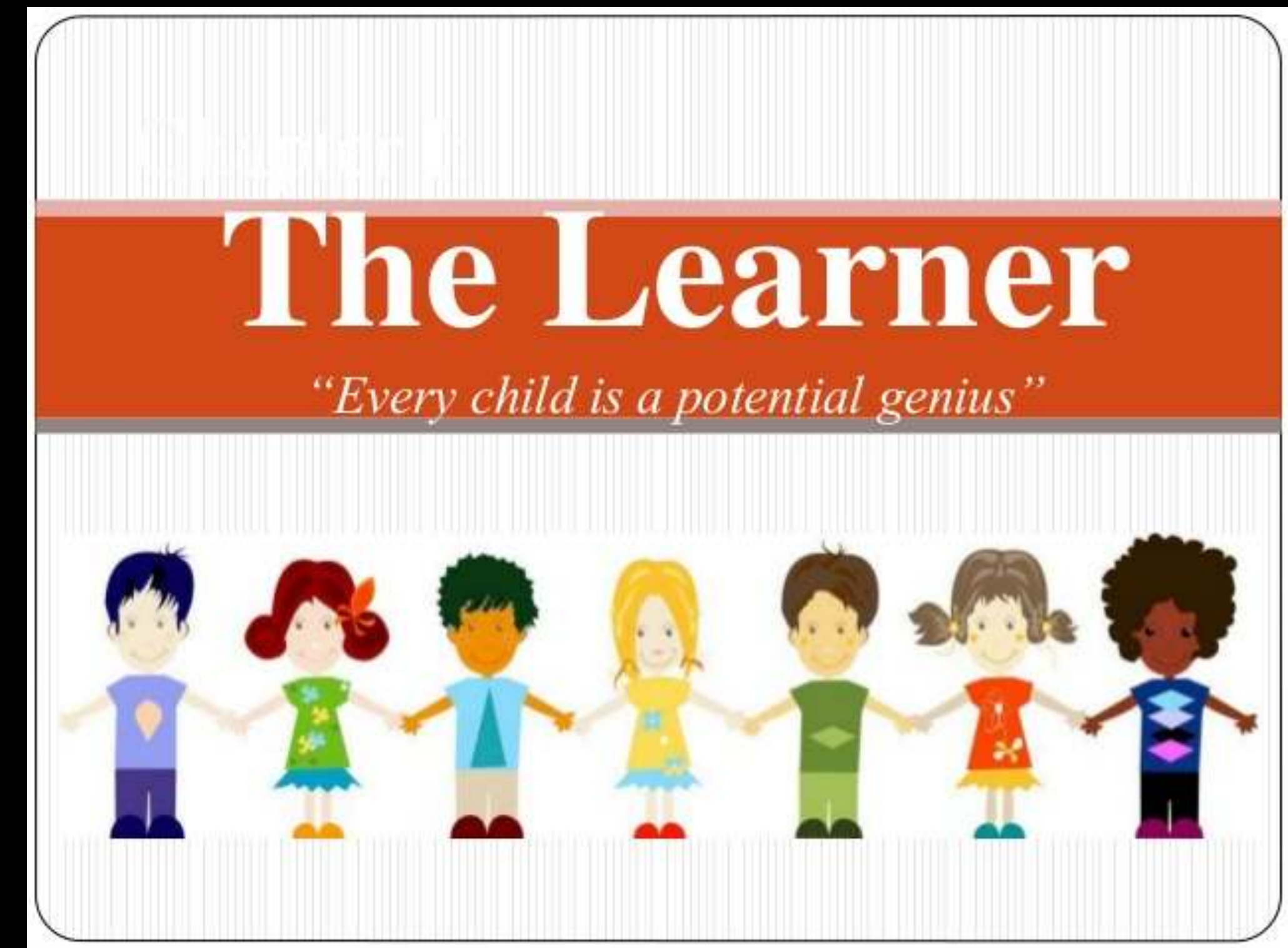
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More Free Resources at [MagicStorybooks.com](http://www.magicstorybooks.com)

All fonts, graphics and illustrations by Chris Gadbury
Information comes from the Primary Years Programme
<http://www.ibo.org> and <https://internationalbaccalaureate.force.com>

1. The Learner

The learner is the foundation of our approach to learning and teaching. Children inquire, question, wonder and theorize about themselves, others and the world around them. They are keen observers and explorers. Through their experiences and interactions, they naturally develop intricate, multi-layered perceptions and understandings. Throughout the PYP, a student is an agent for their own and others' learning through the concept of learner agency. Learner agency is connected to a student's belief in their ability to succeed (self-efficacy).



1a. Agency

- PYP students with agency use their own initiative and will, and take responsibility and ownership of their learning. They direct their learning with a strong sense of identity and self-belief, and in conjunction with others, thereby building a sense of community and awareness of the opinions, values and needs of others.
- Students demonstrate agency when they:
 - Influence and direct their own learning
 - Make choices
 - Voice opinions
 - Ask questions and express wonderings
 - Communicate understandings
 - Construct new meanings
 - Participate in and contribute to the learning community

AGENCY

PYP LEARNERS....



VOICE

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- students propose and initiate action
- students participate in decision making

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• EXPRESS THEIR THEORIES OF THE WORLD AND THESE ARE HONOURED IN THE ENVIRONMENT

• REFLECT ON THEIR ACTIONS AND SELF-REGULATE



CHOICE

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- students engage with multiple perspectives



OWNERSHIP

- students define own learning goals
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1b. Early Learner

Children are natural inquirers from birth; they have the capacity to learn about, interact with and interpret the world around them. From birth, children possess all kinds of mental abilities uniquely suited to these early phases of learning and development. They are curious and capable learners with a sense of agency, rich in potential, bringing valid skills, preferences and understandings to the educational process.

Teachers support learner by:

- * Planning uninterrupted time for play
- * Building strong relationships with students and their families
- * Creating and maintaining responsive spaces for play
- * Offering many opportunities for symbolic exploration and expression

Early learner – Play

At SZIA, our early learners are engaged in various inquiry based activities to develop skills in different subject areas.

Every learner progresses at their own pace and celebrate their achievement along the way.

They enjoy exploring the world and developing a love for learning through PYP!



Planning uninterrupted time for play

Offering many opportunities for exploration and expression

What PYP enhancements strengthen the early learner?



Building strong relationships with children and their families

Creating and maintaining responsive/interactive learning spaces for play

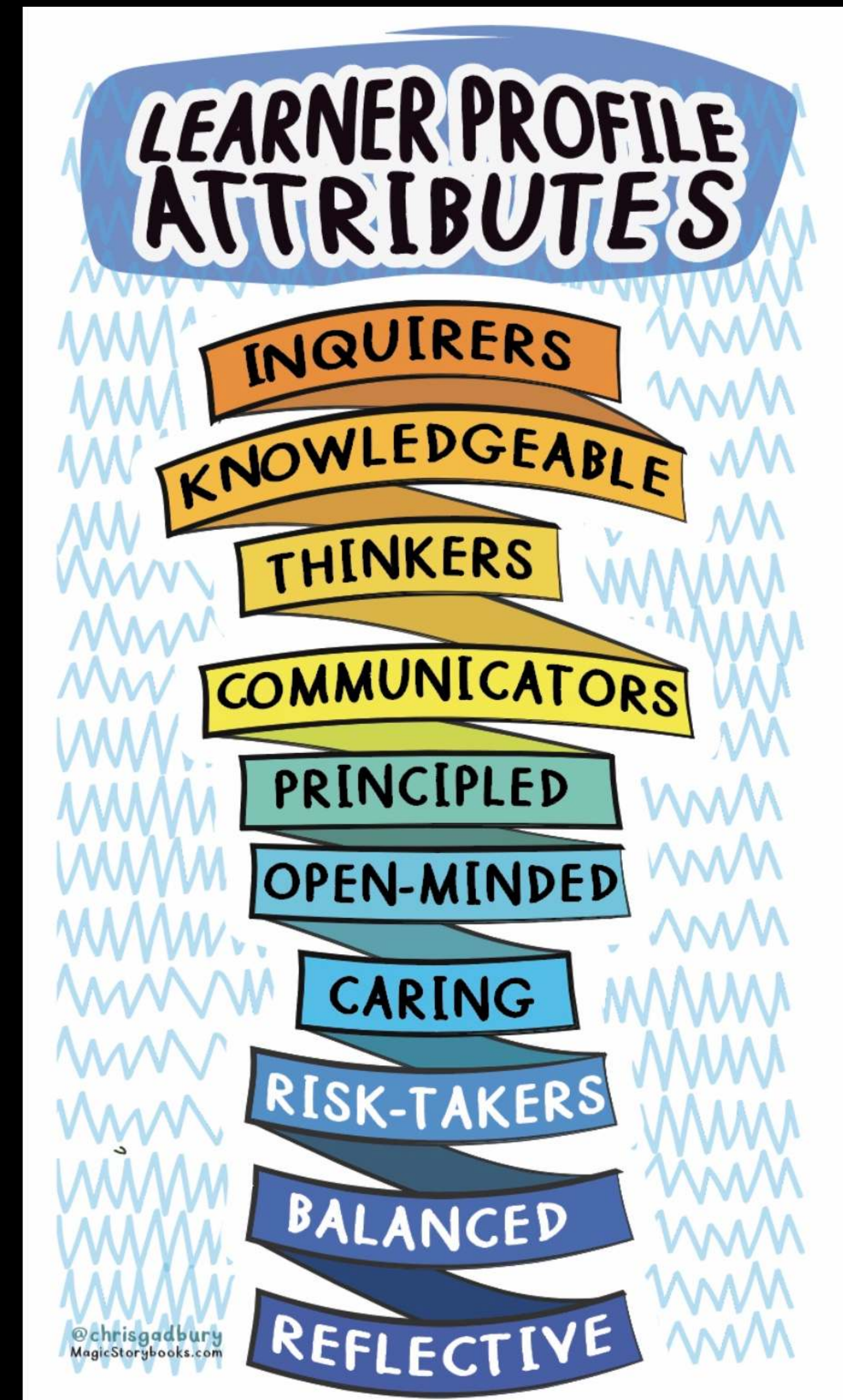


1c. Learner Profile

The IB Learner profile represents a broad range of human capacities and responsibilities that encompass intellectual, personal, emotional and social growth.

* Developing and demonstrating the attributes of the learner profile provides an important foundation for international-mindedness.

* The learner profile supports students in taking action for positive change.





IB learner profile

IB learner profile

The aim of all IB programmes is to develop internationally minded people who, recognizing their common humanity and shared guardianship of the planet, help to create a better and more peaceful world.

As IB learners we strive to be:

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 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.

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 view, 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 in 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 challenges and change.

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.

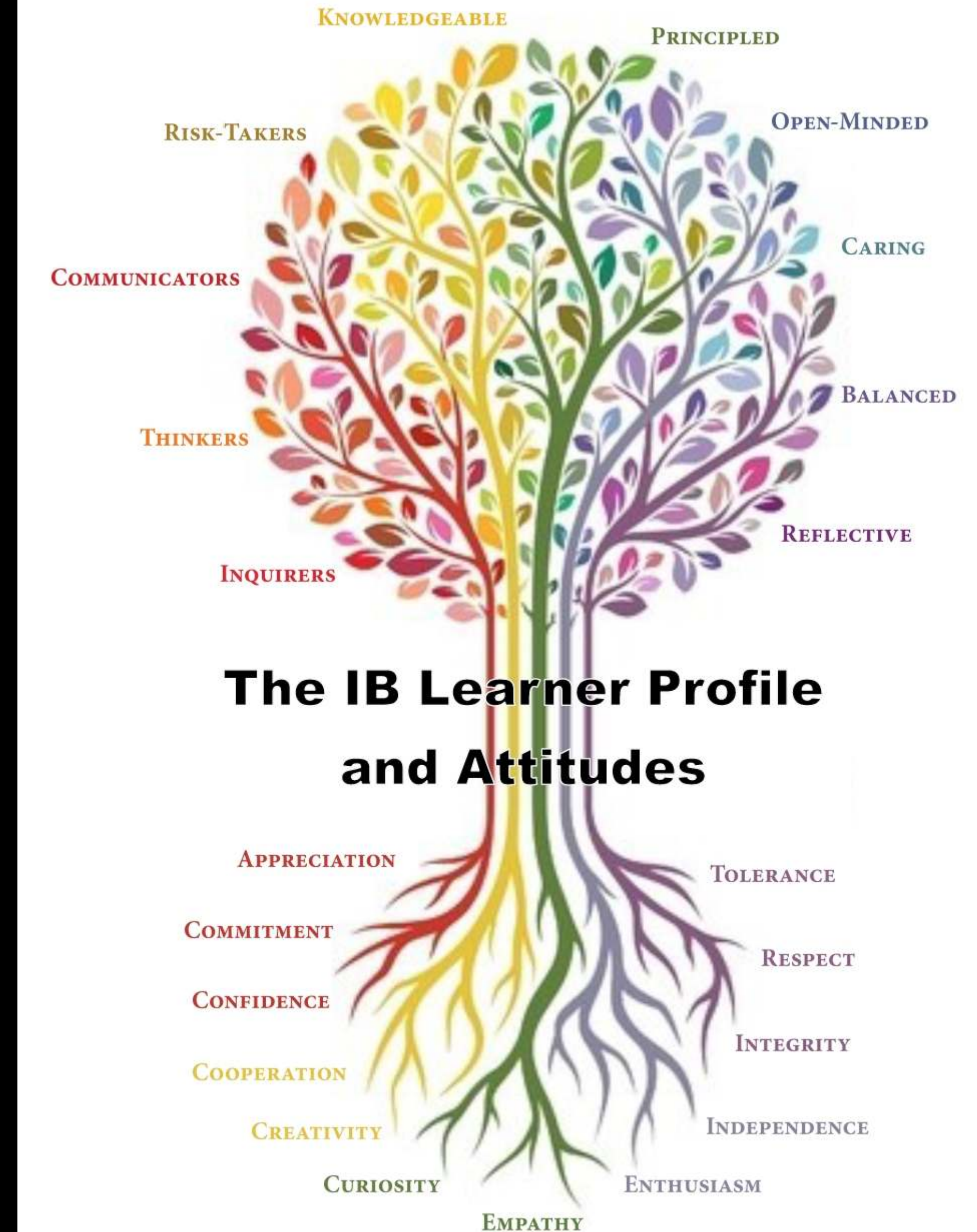
The IB learner profile represents 10 attributes valued by IB World Schools. We believe these attributes, and others like them, can help individuals and groups become responsible members of local, national and global communities.



PYP Attitudes are going away!!

Enhanced PYP subsumed the "Attitudes" within the descriptors of the Learner profile.

Attitudes do not stand as a separate "Essential Element" now!



1d. Action

- Action, the core of student agency, is integral to the PYP learning process and to the programme's overarching outcome of international-mindedness.
- Action in the enhanced PYP can take various forms, depending on the age and abilities of the students.
- The goal is to empower students to become active, responsible and compassionate individuals who strive to make a positive impact in their communities and the world around them .

Action
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CHOOSE
REFLECT
ACT

SWITCH OFF THE LIGHTS WHEN LEAVING THE ROOM

ALWAYS FINISH YOUR FOOD

BRING YOUR OWN BOTTLE TO SCHOOL

USE LESS PAPER

A4

A4

PARTICIPATION
contributing as individual or group

ADVOCACY
action to support social / environmental / political change

SOCIAL JUSTICE
relation to rights, equality and equity, social well-being and justice

SOCIAL ENTREPRENEURSHIP
innovative, resourceful and sustainable social change

LIFESTYLE CHOICES
eg. consumption, impact of choices

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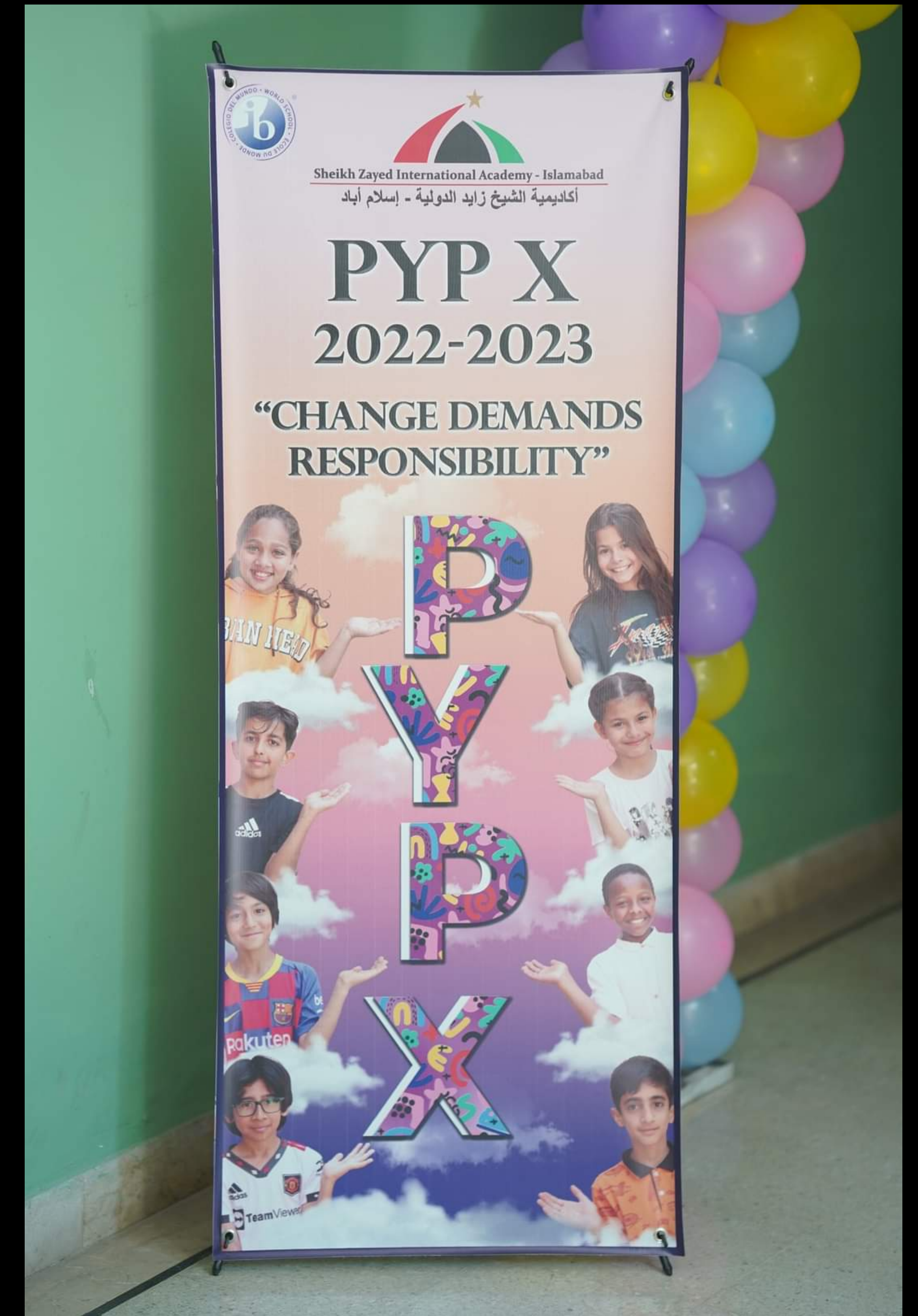
MAKING CONNECTIONS

At SZIA, we make meaningful connections between the Sustainable Development Global Goals and IB Learner profile, to take significant action

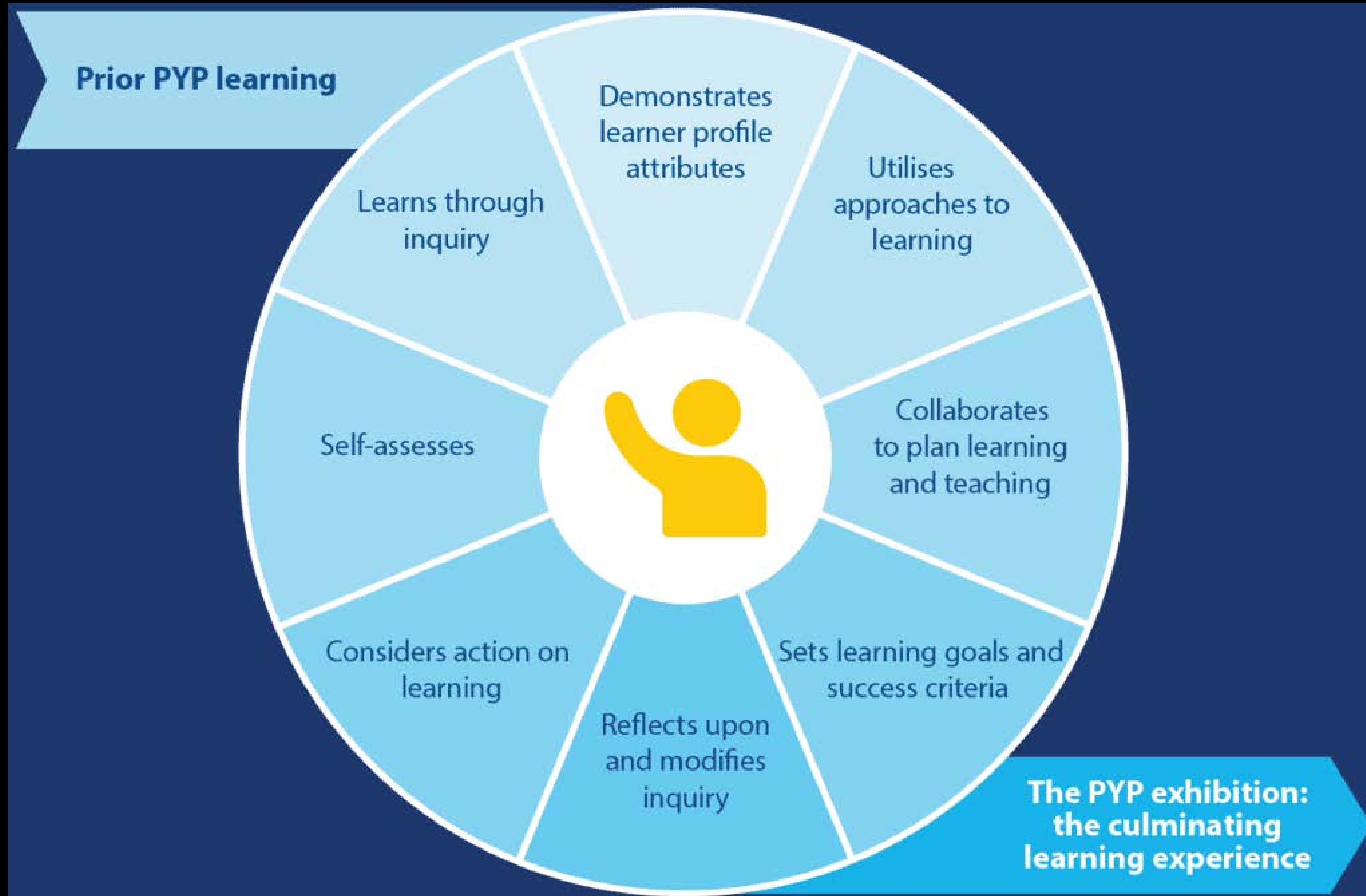


1e. Exhibition

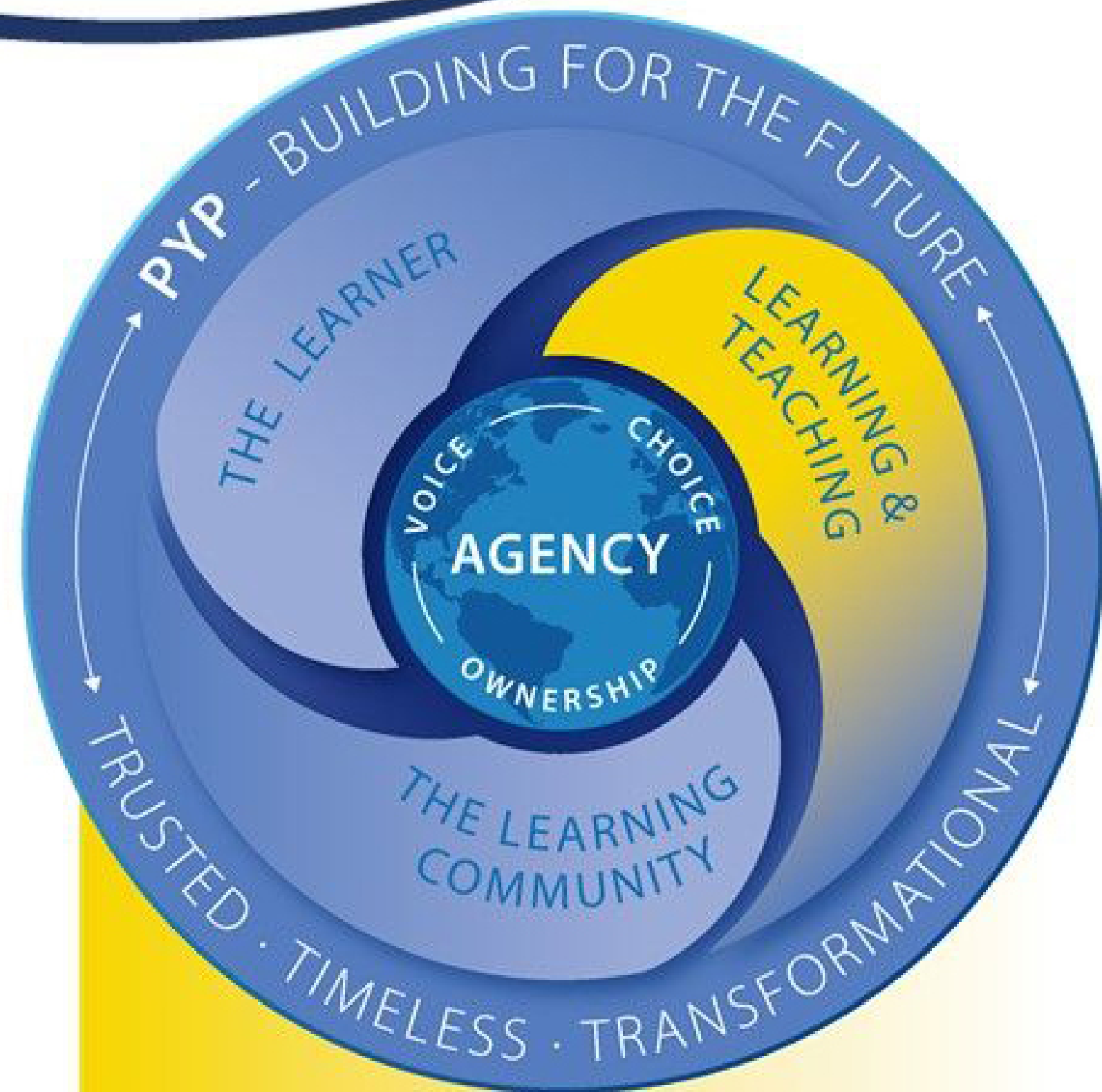
- Learning in the PYP provides many formal and informal opportunities for students to demonstrate how they have developed and applies their knowledge, conceptual understanding, skills and learner profile attributes through the inquiries they undertake. The PYP Exhibition is a notable example of these opportunities.
- In the PYP Exhibition, students demonstrate their understanding of an issue or opportunity they have chosen to explore. They undertake their investigation both individually and with their peers, together with the guidance of a mentor. Through the exhibition, students demonstrate their ability to take responsibility for their learning and their capacity to take action, as they are actively engaged in planning, presenting and assessing learning.



Key components of Exhibition



2. Learning and Teaching



Learning & Teaching

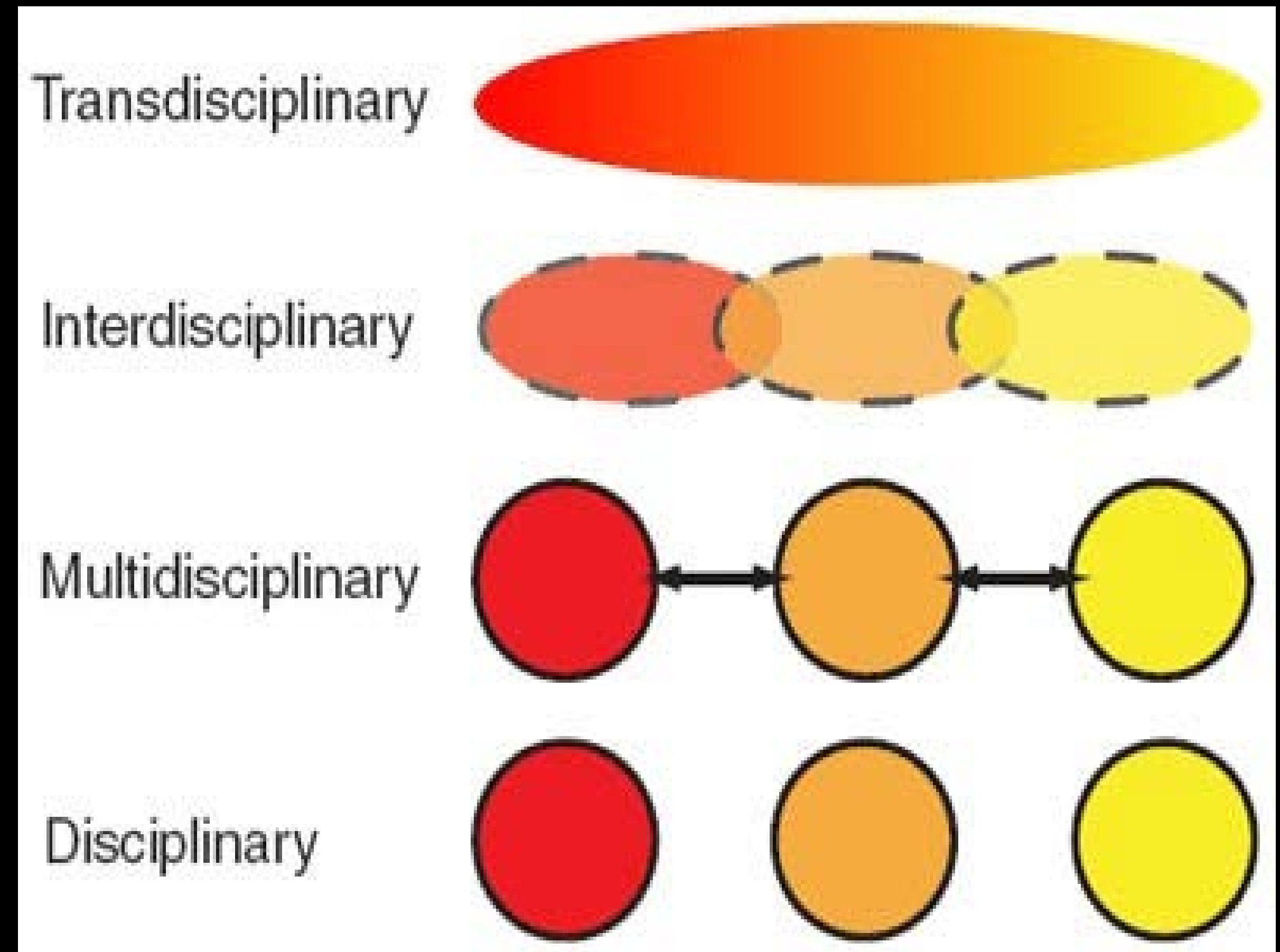
- Transdisciplinary learning • Approaches to learning
- Inquiry • Concepts • Developing a programme of inquiry • Assessment • Language

Learning and teaching
in the enhanced PYP

This communication
explores: concepts,
developing a
programme of inquiry,
assessment
and language.

2a. Transdisciplinary Learning

Transdisciplinary learning is a core experience of the International Baccalaureate Primary Years Programme (IB PYP). It is a holistic approach that emphasizes the whole child and authentic and significant inquiry. Transdisciplinary learning in the PYP conveys learning that has relevance between, across and beyond subjects and transcends borders connecting to what is real in the world. PYP students learn to appreciate knowledge, conceptual understandings, skills and personal attributes as a connected whole.



Key Elements of PYP

- Knowledge
- Conceptual understanding
- Skills
- Dispositions
- Action

<i>Explanation of the IB programme differences</i>			
Programme	PYP	MYP	DP/CP
Model	Transdisciplinary (transforming subject knowledge)	Interdisciplinary (integrating subject knowledge)	Disciplinary– Multidisciplinary
Primary organizer	<p>Key elements are:</p> <ul style="list-style-type: none"> • knowledge • conceptual understandings • skills • dispositions • action. <p>These are developed through six themes and supported by six subjects.</p>	<p>Eight subject groups are explored through the global contexts of:</p> <ul style="list-style-type: none"> • identities and relationships • orientation in space and time • personal and cultural expression • scientific and technical innovation • globalization and sustainability • fairness and development. 	<p>Six DP subject groups are supported by the core, which include:</p> <ul style="list-style-type: none"> • theory of knowledge (DP) <p>CP students undertake a minimum of two DP courses, a career-related study and a core which includes:</p> <ul style="list-style-type: none"> • personal and professional skills.

At SZIA, we explore the Transdisciplinary PYP Elements by:

- * Learning through Transdisciplinary themes
- * Transcending knowledge through a Programme of Inquiry
- * Integrating subjects in the curriculum
- * Crossing boundaries with concepts
- * Developing the skills and dispositions of a Transdisciplinary learner
- * Constructing shared understanding through language
- * Bridging differences through on going collaboration
- * Transcending learning through student action
- * Celebrating and demonstrating Transdisciplinary learning through PYP exhibition



The Disciplines

The PYP curriculum model is comprised of six academic areas surrounded by the learner profile, key concepts, transdisciplinary themes, approaches to learning and teaching, exhibition and action.

Together, these elements build an internationally-minded curriculum. Emphasis is intentionally placed on constructivism, concept-based and inquiry learning that are integrated throughout the teaching model. The six disciplines are:

1. Language: English, Urdu, Arabic, Chinese
2. Mathematics
3. Social Studies
4. Science
5. Personal, Social, Physical Education
6. Visual Arts and Performing Arts (Music)

Language strands:

Strand	Receptive—receiving and constructing meaning	Expressive—creating and sharing meaning
Oral language	Listening ←————→	Speaking
Visual language	Viewing ←————→	Presenting
Written language	Reading	Writing



Science strands:

Science strands	
Living things	The study of the characteristics, systems and behaviours of humans and other animals, and of plants; the interactions and relationships between and among them, and with their environment.
Earth and space	The study of planet Earth and its position in the universe, particularly its relationship with the sun; the natural phenomena and systems that shape the planet and the distinctive features that identify it; the infinite and finite resources of the planet.
Materials and matter	The study of the properties, behaviours and uses of materials, both natural and human-made; the origins of human-made materials and how they are manipulated to suit a purpose.
Forces and energy	The study of energy, its origins, storage and transfer, and the work it can do; the study of forces; the application of scientific understanding through inventions and machines.

Math strands:

- 1-Data Handling
- 2-Measurement
- 3-Shape & Space
- 4-Pattern & Function
- 5-Number

Social studies strands:

Social studies strands	
Human systems and economic activities	The study of how and why people construct organizations and systems; the ways in which people connect locally and globally; the distribution of power and authority.
Social organization and culture	The study of people, communities, cultures and societies; the ways in which individuals, groups and societies interact with each other.
Continuity and change through time	The study of the relationships between people and events through time; the past, its influences on the present and its implications for the future; people who have shaped the future through their actions.
Human and natural environments	The study of the distinctive features that give a place its identity; how people adapt to and alter their environment; how people experience and represent place; the impact of natural disasters on people and the built environment.
Resources and the environment	The interaction between people and the environment; the study of how humans allocate and manage resources; the positive and negative effects of this management; the impact of scientific and technological developments on the environment.

PSPE strands:

Identity	An understanding of our own beliefs, values, attitudes, experiences and feelings and how they shape us; the impact of cultural influences; the recognition of strengths, limitations and challenges as well as the ability to cope successfully with situations of change and adversity; how the learner's concept of self and feelings of self-worth affect his or her approach to learning and how he or she interacts with others.
Active living	An understanding of the factors that contribute to developing and maintaining a balanced, healthy lifestyle; the importance of regular physical activity; the body's response to exercise; the importance of developing basic motor skills; understanding and developing the body's potential for movement and expression; the importance of nutrition; understanding the causes and possible prevention of ill health; the promotion of safety; rights and the responsibilities we have to ourselves and others to promote well-being; making informed choices and evaluating consequences, and taking action for healthy living now and in the future.
Interactions	An understanding of how an individual interacts with other people, other living things and the wider world; behaviours, rights and responsibilities of individuals in their relationships with others, communities, society and the world around them; the awareness and understanding of similarities and differences; an appreciation of the environment and an understanding of, and commitment to, humankind's responsibility as custodians of the Earth for future generations.

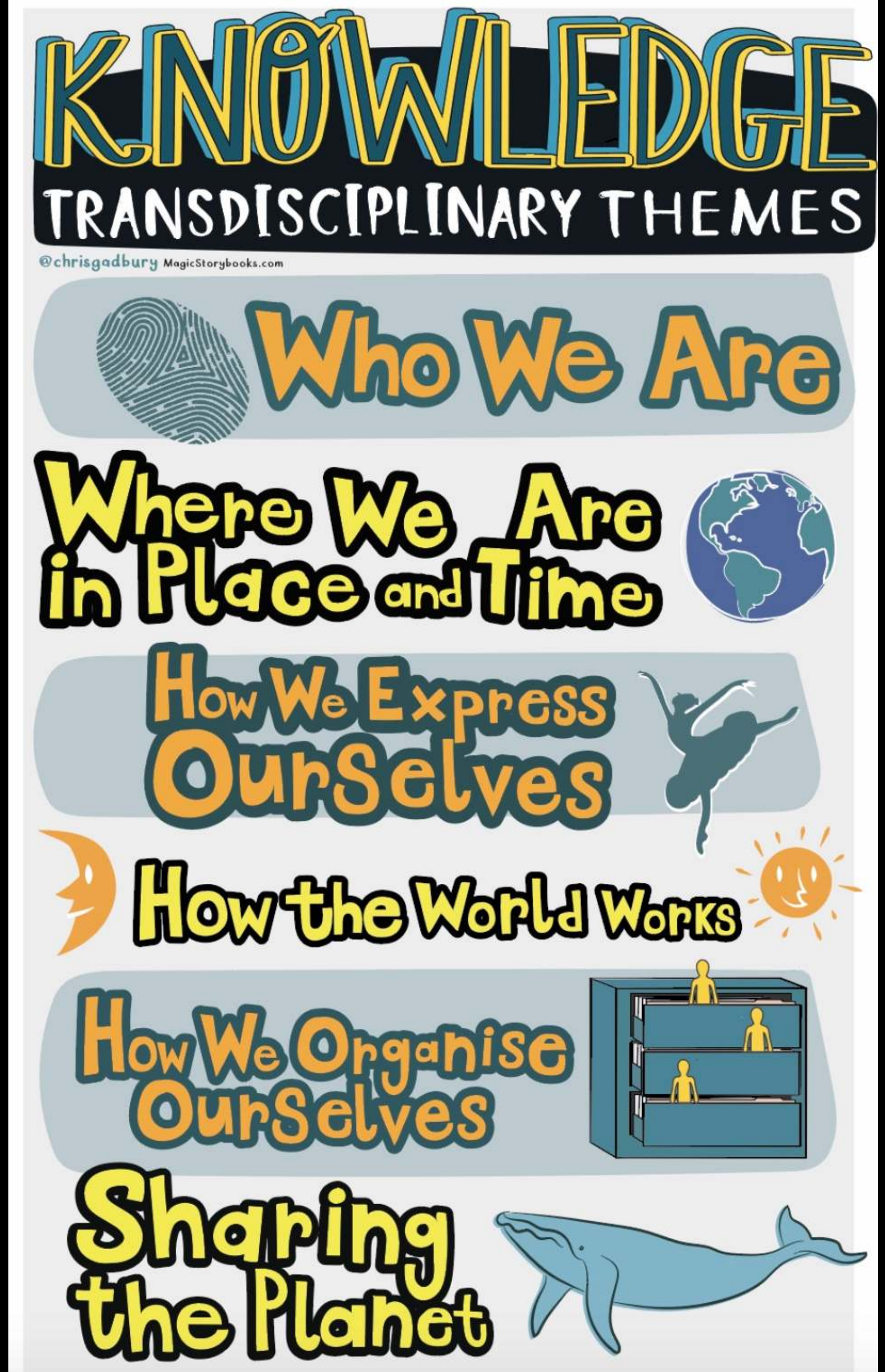
Arts strands:

Responding	<p>The process of <i>responding</i> provides students with opportunities to respond to their own and other artists' works and processes, and in so doing develop the skills of critical analysis, interpretation, evaluation, reflection and communication. Students will demonstrate knowledge and understanding of the concepts, methods and elements of dance, drama, music and visual arts, including using specialized language. Students consider their own and other artists' works in context and from different perspectives in order to construct meaning and inform their own future works and processes.</p> <p>The <i>responding</i> strand is not simply about reflecting; responding may include creative acts and encompasses presenting, sharing and communicating one's own understanding. By responding to their own artwork and that of others, students become more mindful of their own artistic development and the role that arts play in the world around them.</p>
Creating	<p>The process of <i>creating</i> provides students with opportunities to communicate distinctive forms of meaning, develop their technical skills, take creative risks, solve problems and visualize consequences. Students are encouraged to draw on their imagination, experiences and knowledge of materials and processes as starting points for creative exploration. They can make connections between their work and that of other artists to inform their thinking and to provide inspiration. Both independently and collaboratively, students participate in creative processes through which they can communicate ideas and express feelings. The <i>creating</i> strand provides opportunities for students to explore their personal interests, beliefs and values and to engage in a personal artistic journey.</p>



Transdisciplinary Themes

- These themes are worth exploring regardless of where PYP students are in the world and with which ethnic or cultural group they identify. Framing the programme of inquiry, these globally and socially driven themes provide a starting point from which students can examine issues and opportunities as they are being experienced in the real world. Taken together, these themes provide students with authentic learning experiences that are not confined to the boundaries of traditional subjects because real-world problems have no boundaries.





WHO WE ARE




**WHERE WE ARE
IN PLACE AND TIME**

**HOW WE EXPRESS
OURSELVES**



TRANSDISCIPLINARY THEMES



HOW THE WORLD WORKS

**HOW WE
ORGANISE
OURSELVES**



**SHARING
THE PLANET**



PYP Transdisciplinary Theme

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.



COLUMBUS

PYP Transdisciplinary Theme

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.



PYP Transdisciplinary Theme

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.



PYP Transdisciplinary Theme

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.





PYP Transdisciplinary Theme

How We Organize Ourselves

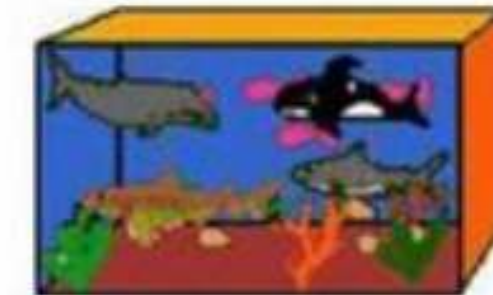


An inquiry into the interconnectedness of human-made systems and communities; the structure and function of organizations; societal decision-making; economic activities and their impact on humankind and the environment.



PYP Transdisciplinary Theme

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 resolutions.

2b. Approaches to Learning

Approaches to learning (ATL) are an integral part of an IB education and complement the learner profile, knowledge, conceptual understanding and inquiry. Formerly known as “transdisciplinary skills” in the Primary Years Programme (PYP), these skills will now be referred to as “approaches to learning”.

These skills are grounded in the belief that learning how to learn is fundamental to a student’s education. Five categories of interrelated skills aim to support students of all ages to become self-regulated learners who know how to ask good questions, set effective goals and pursue their aspirations with the determination to achieve them. These skills also help to support students’ sense of agency, encouraging them to see their learning as an active and dynamic process (IBO 2017).

APPROACHES TO LEARNING

SOCIAL SKILLS

- Developing positive interpersonal relationships and collaboration skills
- Developing social-emotional intelligence



RESEARCH SKILLS

- Information-literacy skills
- Media-literacy skills
- Ethical use of media/information



THINKING SKILLS

- Critical-thinking skills
- Creative-thinking skills
- Transfer skills
- Reflection/metacognitive skills



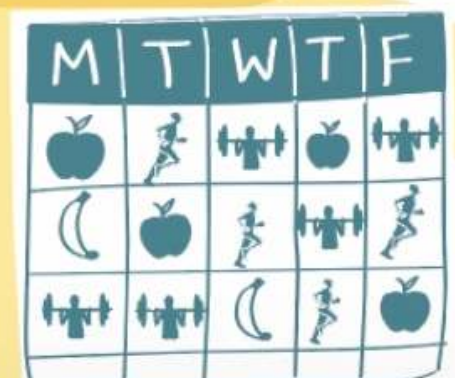
COMMUNICATION SKILLS

- Exchanging-information skills
- Literacy skills
- ICT skills

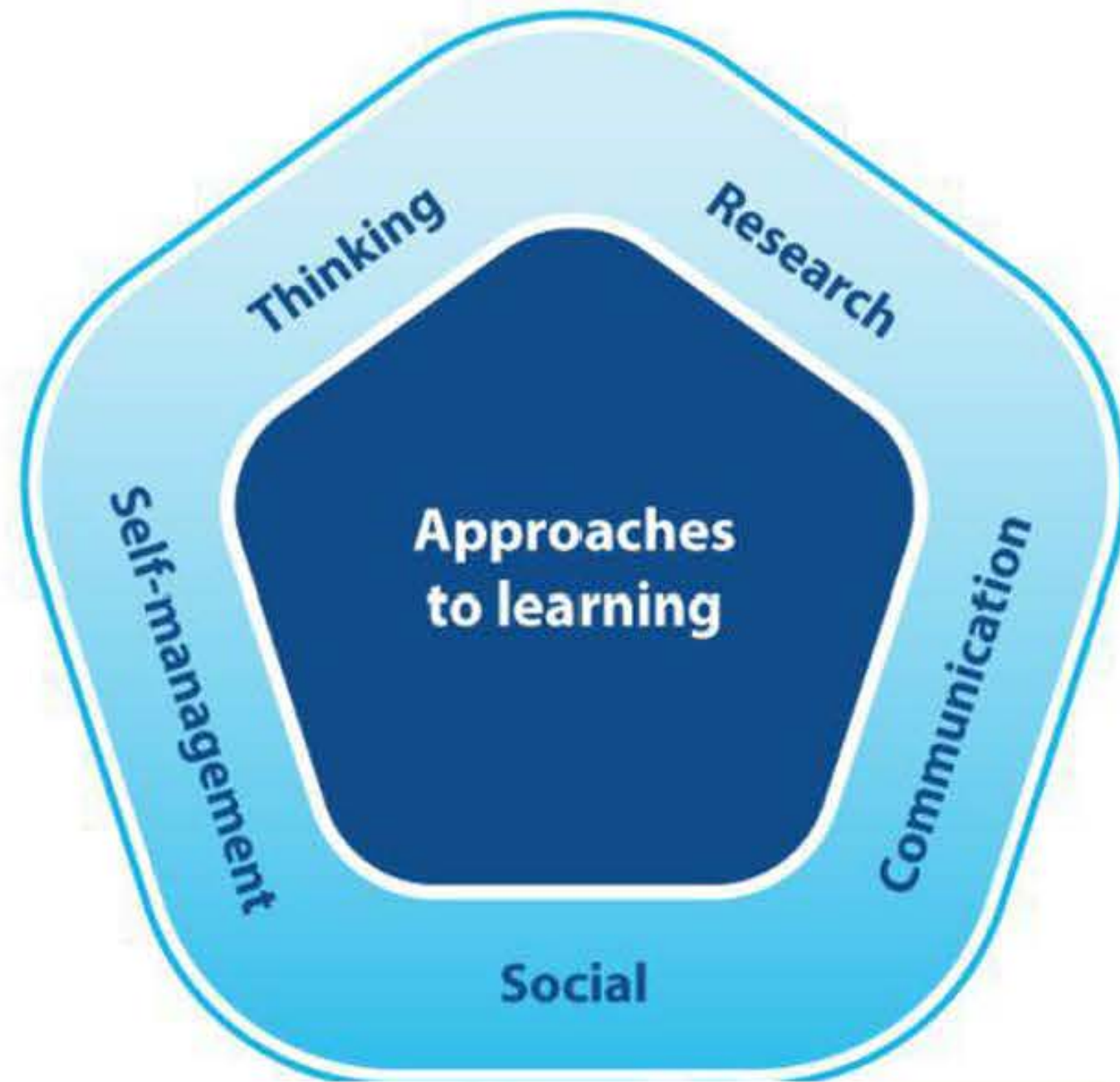


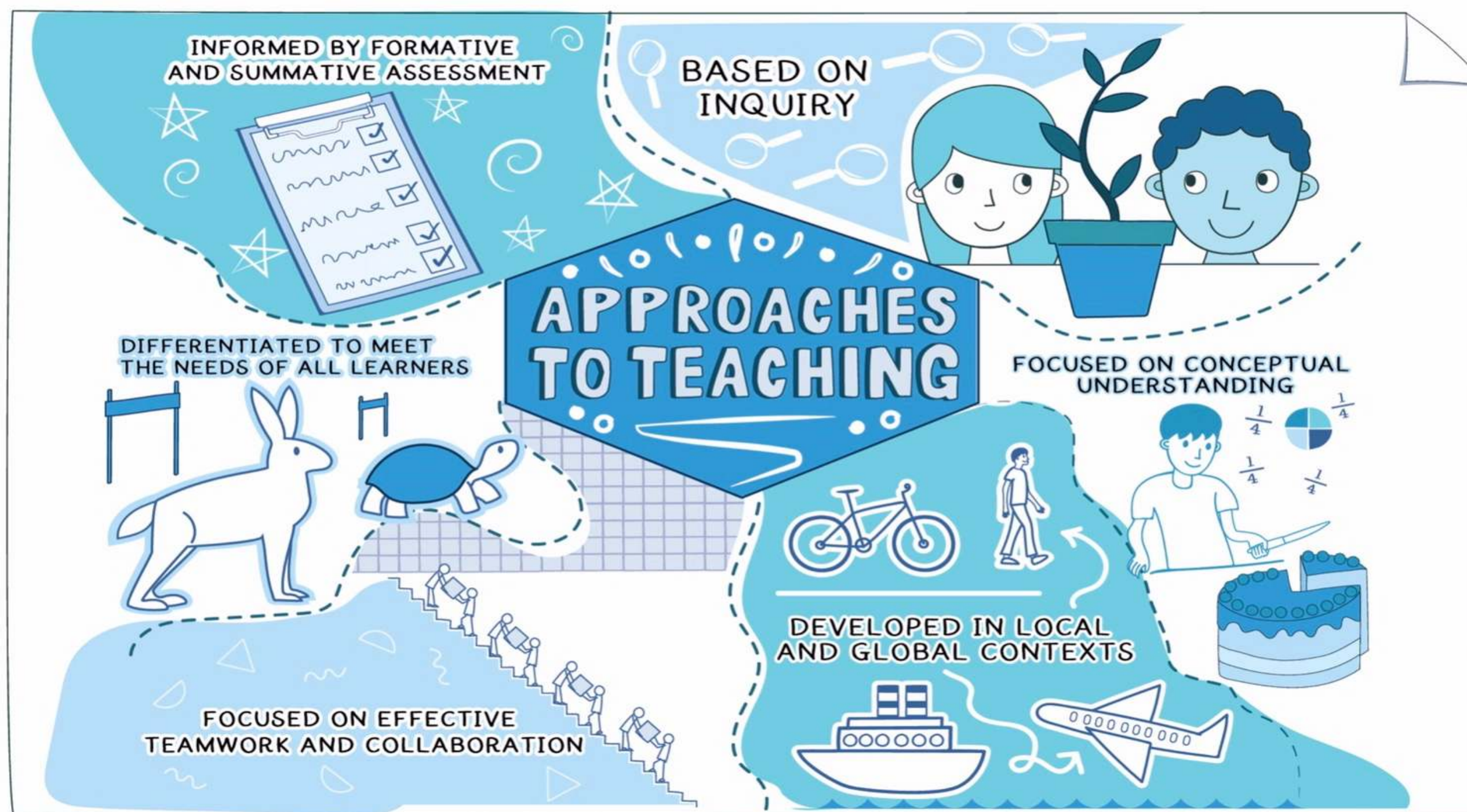
SELF-MANAGEMENT SKILLS

- Organization skills
- States of mind



Approaches to Learning- Skills





APPROACHES TO TEACHING

★ BASED ON INQUIRY

★ FOCUSED ON CONCEPTUAL UNDERSTANDING

★ DEVELOPED IN LOCAL AND GLOBAL CONTEXTS

★ FOCUSED ON EFFECTIVE TEAMWORK AND COLLABORATION

★ DIFFERENTIATED TO MEET THE NEEDS OF ALL LEARNERS

★ INFORMED BY FORMATIVE AND SUMMATIVE ASSESSMENT

The IB approaches to teaching skills are...

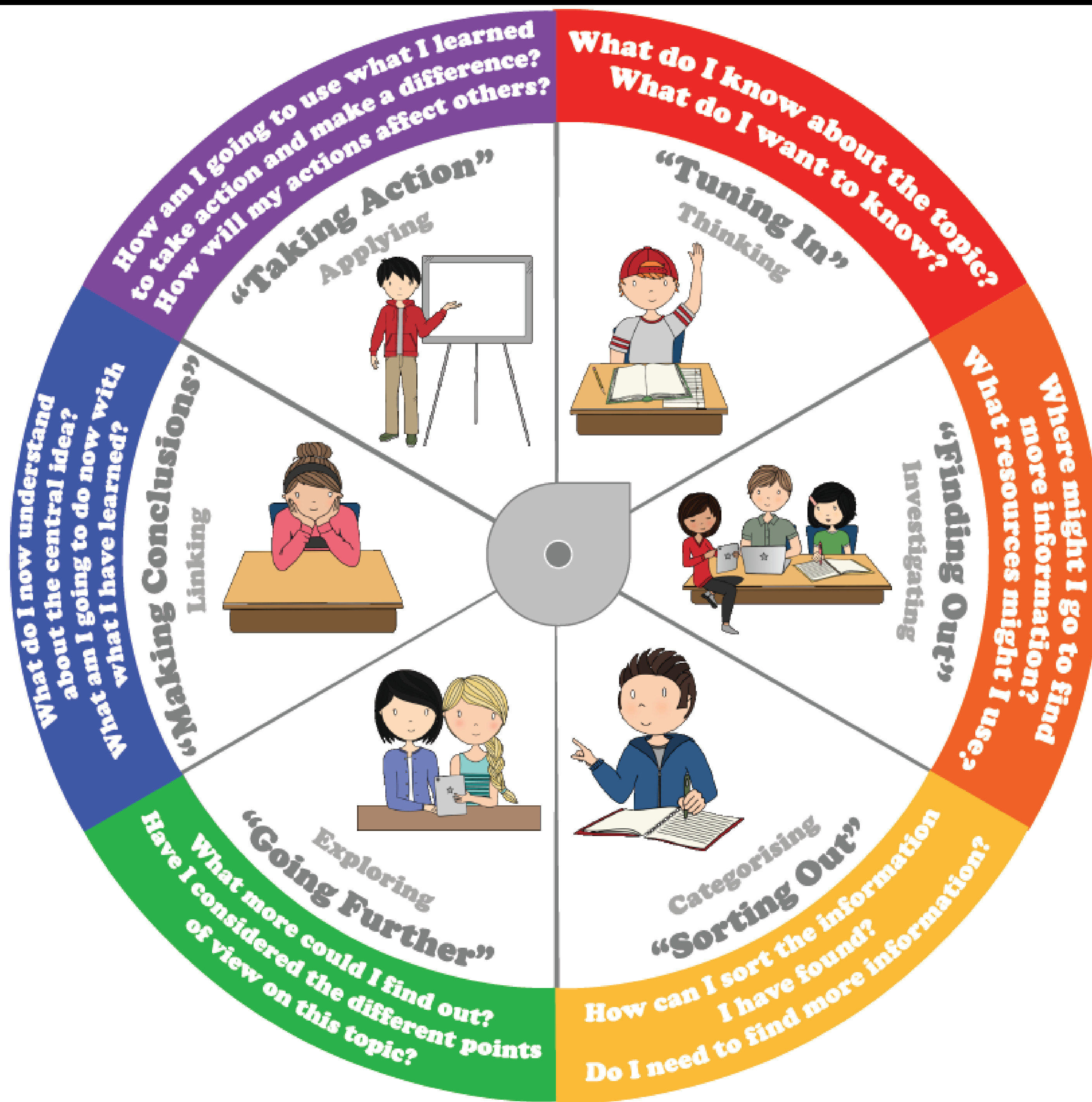
1. based on inquiry
2. focused on conceptual understanding
3. developed in local and global contexts
4. focused on effective teamwork and collaboration
5. differentiated to meet the needs of all learners
6. informed by formative and summative assessment.

2c. Inquiry

Inquiry, as the leading pedagogical approach of the Primary Years Programme (PYP) recognizes students as being actively involved in their own learning and as taking responsibility for that learning. PYP learning is approached with a spirit of inquiry.

It is a teaching and learning method that emphasizes student driven exploration, investigation and questioning. Through inquiry based learning, students actively participate in constructing an understanding of concepts and developing essential skills.

Inquiry



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
Value students as capable inquirers	Are open-minded about the process of inquiry, using conceptual understandings to anchor sustained investigations	Inquiry teachers		Extend learning with open-ended questions or problems	Use prior knowledge as launching point for new learning
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
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

Are curious and engage in learning	Are resourceful and resilient	Learn independently and collaborate with others	Pose and pursue open-ended questions	Use the learning community as a resource	Reflect on learning
Select materials to support investigations	Collect and analyse data as a result of inquiry questions	Inquiry students		Use observation as a vital tool in learning	Build, communicate, test, and adapt theories
Engage in critical and creative thinking	Develop skills for inquiry and research			Consider opportunities to develop learner profile attributes	Make deliberate links between knowledge discovered and conceptual understandings
Transfer understandings across contexts and subjects	Represent and share understandings in meaningful and significant ways	Seek new perspectives	Take action	See learning as joyful and learn with enthusiasm	Sustain love for lifelong learning.

2d. Concepts

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).

In the Primary Years programme (PYP), there are 7 key concepts that serve as foundational building blocks for inquiry based learning.

These concepts are designed to help students develop a deeper understanding of content they are exploring.

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 KEY CONCEPTS

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THESE SUPPORT HIGHER-ORDER THINKING AND PROVIDE LENSES FOR CONSIDERING KNOWLEDGE RELATED TO THE CENTRAL IDEA IN A RANGE OF WAYS

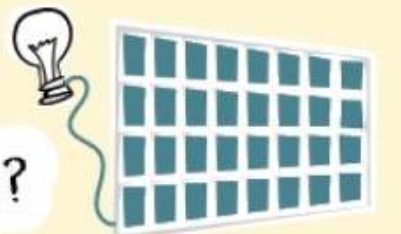
FORM

What is it like?



FUNCTION

How does it work?



CAUSATION

Why is it as it is?



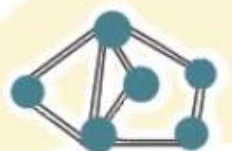
CHANGE

How is it transforming?



CONNECTION

How is it linked to other things?



PERSPECTIVE

What are the points of view?



RESPONSIBILITY

What are our obligations?





FORM
What is it like?

FUNCTION
How does it work?

CAUSATION
Why is it as it is?



THE KEY CONCEPTS

THESE SUPPORT HIGHER-ORDER THINKING AND PROVIDE LENSES FOR CONSIDERING KNOWLEDGE RELATED TO THE CENTRAL IDEA IN A RANGE OF WAYS

CONNECTION
How is it linked to other things?

PERSPECTIVE
What are the points of view?

RESPONSIBILITY
What are our obligations?

CHANGE
How is it transforming?

2e. Transdisciplinary Program of Inquiry

Transdisciplinarity is a curriculum-organizing principle to offer students a broad, balanced, conceptual and connected learning experience. In order to engage students in transdisciplinary learning, schools create a programme of inquiry that maps the transdisciplinary themes students explore each year and throughout their time in the school. The programme consists of units of inquiry that span across, between and beyond subjects at each year level.

A well-designed programme of inquiry ensures students experience a balance of subject-specific knowledge, conceptual understandings and skills, alongside opportunities to develop the attributes of the IB learner profile and to take action.

The programme of inquiry is a long-term plan that provides students the opportunities to evolve their theories, address misconceptions and deepen understandings. Through the programme of inquiry, they build upon what they have learned in previous years, extending their understanding of the transdisciplinary themes as they revisit them throughout the early and primary years of education.



**SZIA's custom designed
Programme of Inquiry**



SHEIKH ZAYED INTERNATIONAL ACADEMY - ISLAMABAD

أكاديمية الشيخ زايد الدولية - إسلام آباد

SZIA PROGRAMME OF INQUIRY 2023-2024



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.

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.

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.

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.

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.

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.

AGE

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

Central idea:

Knowing about ourselves and others help us build good relations.

Key concepts:

Form, responsibility, connection

Related concepts:

Similarities and differences, belonging, roles

Lines of inquiry:

- How relationships develop.
- Physical and emotional characteristics.
- How our actions influence relationships.

Central idea:

We communicate in a variety of ways to express, respond and interact with one another.

Key concepts:

Function, connection, perspective

Related concepts:

Imagination, creativity, communication

Lines of inquiry:

- Different types of emotions.
- Use of materials and objects to express ourselves.
- How and why people celebrate.

Central idea:

Understanding of the natural cycles help us interact with natural world.

Key concepts:

Causation, change, connection

Related concepts:

Cycles, interaction, pattern

Lines of inquiry:

- Changes in Earth.
- Our responsibility for the environment.
- Identification and creation of patterns in living things related to Earth's natural cycles.

Central idea:

We need to share our planet to be happy and healthy.

Key concepts:

Connection, perspective, responsibility

Related concepts:

Characteristics, relationships, needs

Lines of inquiry:

- Caring for the nature.
- Needs and wants.
- How we share.

Central idea:

We use our senses to learn about one another and the world around us, through play and inquiry.

Key concepts:

Function, connection, responsibility

Related concepts:

Behavior, relationship, interdependence, responsibility

Lines of inquiry:

- Our senses
- How play helps us understand one another.
- Our roles and responsibilities.

Central idea:

Images, signs and symbols help us understand others and express ourselves.

Key concepts:

Function, connection, perspective

Related concepts:

Communication, characterization, expression

Lines of inquiry:

- How we interpret and respond to signs and symbols.
- The function of universal signs and symbols.
- How images, signs and symbols help us explore the world around us.

Central idea:

Natural cycles have characteristics that can be observed and interacted with.

Key concepts:

Form, causation, change

Related concepts:

Behavior, prediction, innovation, interaction, pattern

Lines of inquiry:

- The relationship between natural cycles and humans.
- Changes that occur during natural cycles.
- Behavior of animals during natural cycles.

Central idea:

Humans and other living things need each other to survive.

Key concepts:

Causation, perspective, responsibility

Related concepts:

Interdependence, appreciation

Lines of inquiry

- How we care for plant and animals.
- Interdependence of living things on each other.
- Contribution of plants and animals in our life

Central idea:

Awareness of ourselves benefits us in recognizing the world around us.

Key concepts:

Form, responsibility, connection

Related concepts:

Identity, similarities and differences, community

Lines of inquiry:

- Physical, social and emotional traits.
- How we view our similarities and differences between ourselves and others.
- How our abilities and interests contribute to our society.

Central idea:

Celebrations help us understand different cultures and traditions.

Key concepts:

Form, connection, perspective

Related concepts:

Beliefs, values, belonging, culture

Lines of inquiry :

- Why people celebrate.
- Features of traditions and celebrations.
- Different cultures, traditions and celebrations of the world.

Central idea:

Everything goes through a process of change.

Key concepts:

Causation, change, form

Related concepts:

Cycles, transformation, adaptation, sequence

Lines of inquiry :

- How living things change over their lifetime.
- Factors that can influence cycles.
- The nature and phases of cycles.
- Similarities and differences of cycles.

Central idea:

Our environment is shared by all organisms that have different features and behaviors.

Key concepts:

Form ,change ,connection

Related concepts:

Adaptation, animals, plants, classification, habitat, interdependence

Lines of inquiry

- Features and behaviors of living and non-living things.
- How living things adapt to their environment.
- How living things co-exist in their environment.

Central idea:
Our balanced choices impact the well-being of individuals.

Key concepts:
Causation, responsibility, reflection

Related concepts:
Choice, influence, balance

Lines of inquiry:

- What it means to be balanced.
- Significance of balanced choices.
- Consequences of our choices.

Central idea;
People orient and globalize themselves through maps.

Key concepts:
Causation, change, connection

Related concepts:
Time, continuity, technology

Lines of inquiry:

- How the world is spread-out on the map.
- Earth’s physical features.
- The use of navigators to orient ourselves.

Central idea:
Art provides us with the opportunity to reflect on and nurture creativity.

Key concepts:
Reflection, connection, perspective

Related concepts:
Creativity, communication, imagery

Lines of inquiry;

- Different mediums of art used for expression.
- Ways of showing creativity through different mediums of art.
- Ways of appreciating and reflecting on art.

Central idea:
Awareness of property of materials to know how to observe and interact with them.

Key concepts:
Form, function, causation

Related concepts:
Technology, energy, forces

Lines of inquiry:

- The states of matter.
- The study of conversion of different form of matter.
- Purpose of matter in our everyday life.

Central idea:
The organization of the world, communities and structure depends on the creation of a systematic environment.

Key concepts:
Function, connection, responsibility

Related concepts:
Community, environment, participation, access

Lines of inquiry;

- Purposes of being organized in a community.
- Creating ways and sources to make the environment organized.
- Using public and private spaces in a systematic and organized manner.

Central idea:
Our connection to living things and resources bring a responsibility to protect our planet.

Key concepts:
Perspective, responsibility, reflection

Related concepts:
Lifestyle, resources, waste

Lines of inquiry:

- Understanding the food web and distinguishing between living and nonliving things.
- Sharing resources to support the sustainability.
- Uses and properties of renewable and nonrenewable resources.

Central idea:

Community is shaped by beliefs and values reflected by role models of our society.

Key concepts:

Causation, perspective, reflection

Related concepts:

Identity, peer pressure, opinion

Lines of inquiry:

- The traits of a good role model.
- How role models can influence the way we behave.
- Responsibility of choosing role models, on ourselves and others.

Central idea;

Characteristics of communities and civilizations are determined by the Earth physical geography.

Key concepts:

Causation, form, connection

Related concepts:

Geography, settlement, modification

Lines of inquiry:

- The characteristics of civilizations.
- How some ideas endure and others change over time.
- Ways in which our locality has changed/ remained the same.

Central idea:

Arts help us express our own uniqueness and that of the world.

Key concepts:

Form, Function, perspective, Connection

Related concepts:

Creativity, self-expression, cultural-expression, imagery

Lines of inquiry;

- Different forms of arts.
- The effects of arts on an individual.
- The interpretation of art.
- The role art plays in a culture and society.

Central idea:

Environmental and human factors have an impact on distribution and utilization of natural and man-made resources.

Key concepts:

Form, function, connection

Related concepts:

Sustainability, technology, design

Lines of inquiry:

- The impact of human choices on the renewable and non-renewable resources.
- The balance between meeting human made and the use of limited resources.
- How living things respond to changing environmental conditions.

Central idea:

Well-structured communities have an influence on the society and the environment.

Key concepts:

Connection, change, function

Related concepts:

Interconnectedness, systems, service

Lines of inquiry;

- Systems within a community.
- How systems respond to the changing needs in a community.
- Factors that make an organization successful and impactful.

Central idea:

Producers and consumers with in an ecosystem create conflict that effect all living things.

Key concepts:

Responsibility, change, causation

Related concepts:

Habitat, behavioral adaptations, diversity

Lines of inquiry:

- Features of ecosystems.
- Exploring the energy pyramid, food chains and food webs.
- Natural and human factors that influence the ecosystem.

Central idea

Effective personal choices and interdependence of human body systems have an impact on our health and survival.

Key concepts:

Causation, connection, function

Related concepts:

Systems, interdependence, health, lifestyles

Lines of inquiry:

- How making balanced choices has an impact on our health.
- Interdependency of body systems and their functions.
- Exploring beliefs and values and how they influence our actions.

Central idea

Educating ourselves about the events of the past civilizations, help us make connections to the present.

Key concepts:

Causation, perspective, connection

Related concepts:

Evidence, evolution, migration

Lines of inquiry:

- The historical significance of past events.
- How the discoveries and inventions of the past civilizations have influenced our society.
- The diverse viewpoints and incentives that lead to migrations in different eras.

Central idea

How the media influences our thinking in decision making.

Key concepts:

Causation, perspective, responsibility

Related concepts:

Media, communication, interpretation

Lines of inquiry

- Persuasion can influence the choices we make.
- How new digital media is used or organized to influence our decision.
- Credible and responsible role of media.

Central idea

Natural features of the Earth have been continually changing and influencing society and the environment.

Key concepts:

Change, causation, connection

Related concepts:

Geology, adaptation, weather, disasters

Lines of inquiry:

- Changes in the Earth’s structure over time. (Change)
- The effects on people and the environment. (Causation)
- Different components of the Earth are interrelated. (connection)

Central idea

Human made systems help us organize the world around us.

Key concepts:

Form, function, responsibility

Related concepts:

Organization, infrastructure, law and order

Lines of inquiry:

- How communities are planned and organized.
- Services and structures to meet people’s needs and wants in a community.
- Roles, responsibilities and laws in a community.

Central idea

Equal distribution of resources among communities and individuals help maintain a sustainable society.

Key concepts:

Causation, function, responsibility

Related concepts:

Opportunities, resources, access, conserve

Lines of inquiry:

- Equitable/equal access to resources and opportunities.
- Similarities and differences in various worldly resources and how to use them.
- Using natural resources responsibly and conserving them.

Central idea:

Our actions reflect our beliefs and values that affect our quality of life and humanity.

Key concepts:

Perspective, connection, function

Related concepts:

Beliefs, identity, well-being

Lines of inquiry:

- Similarities and differences among belief systems.
- How we view ourselves, others and the connections between us.
- The eminence of emotional and physical well-being.

Central idea:

Explorations, discoveries and opportunities impact civilizations.

Key concepts:

Causation, change, form

Related concepts:

Consequences, discovery, history

Lines of inquiry:

- How discoveries have changed our lives.
- Characteristics of civilizations and societies.
- The impact of exploration on people and the world.

Central idea:

Media inspires the way individuals, societies and cultures identify and perceive their world.

Key concepts:

Form, responsibility, connection

Related concepts:

Persuasion, opinions, communication

Lines of inquiry:

- How media is used to communicate.
- Influence of media on society and individuals.
- Responsible consumption and use of media.

Central idea:

Transformation of Earth's physical features through powerful natural forces has an impact on living things.

Key Concepts:

Form, change, function

Related Concepts:

Geology, adaptation, weather

Lines of inquiry:

- Physical features of the Earth.
- Factors that create change.
- The effect of change on the Earth and humanity.

Central idea:

The interconnectedness of demand and supply determines the economic activities of human beings and its impact on ecosystem.

Key concepts:

Function, causation, connection

Related concepts:

Goods and services, supply & demand, marketplace

Lines of inquiry:

- Determining the value of goods and services.
- The role of supply and demand in the marketplace.
- How individuals and organizations work together to contribute towards society's growth.

Central idea:

Humans have rights and responsibilities towards one another and the planet Earth.

Key concepts:

Form, perspective, responsibility

Related concepts:

Equality, rights, justice

Lines of inquiry:

- Determining human rights.
- Our responsibilities towards Earth (conserve natural resources).
- Conflicts and resolutions concerning Earth's resources.

Central idea:

Changes which we experience at different stages of life are interconnected with our cultural, societal, religious values and beliefs.

Key concepts:

Function, Connection, Change

Related concepts:

Maturity, image, wellbeing, reproduction

Lines of inquiry;

- The Physical changes associated with different stages of human Life.
- The physical, social, emotional, intellectual changes and their connection with different phases of life.
- How our beliefs and values influence our life.

Central idea:

From the Stone Age to the Global Village, migrations and expeditions have shaped our present-day world.

Key concepts:

Form, Change, Causation

Related concepts:

Continuity, progress, difference, validity

Lines of inquiry:

- Encompassing the development of the modern world, having revolutionary technological advancements.
- Challenges that people confront during migration and post-migration implications.
- Expeditions cause people to improvise and explore sustainable settlement.

Central idea:

Media has the potential to create a world without borders where unheard voices are empowered without discrimination of religion, race and social status.

Key concepts:

Form, Change, Responsibility

Related concepts:

Creativity, Perception, Media, Journalism, Influence, Prejudice, Bias/Interpretation, Evolution

Lines of inquiry:

- Evolution of media, from orthodox paper to digitized lens.
- The transition from being unheard and suppressed to having a freedom of speech.
- Social responsibility of media as watchdog.

Central idea:

The transformation of world from conventional to green, clean and cheap energy is a result of scientific and technological advancement.

Key concepts:

Form, Causation, Function

Related concepts:

sustainability, transformation, industrialization, urbanization

Lines of inquiry;

- Production and transformation of different types of energy.
- Cause of deprivation of Ozone Layer and global warming.
- How sustainable sources of energy are effecting our environment.

Central idea;

Rise and fall of nations verily depends upon economic System.

Key concepts:

Form, Function, Connection

Related concepts:

Interdependence, inequity, fair trade

Lines of inquiry;

- Need and development of an economic System.
- How supply, demand, imports and exports work in an economic system.
- Our responsibility as consumers.

Central idea:

Interdependence of Human Beings having finite resources and the decision they take, affect the world around them.

Key concepts:

Causation, Perspective, Responsibility

Related concepts:

Peace, Reconciliation, Grief, Exploitation

Lines of inquiry;

- Identification of the causes of local and global conflicts.
- How equal distribution of resources can be helpful in conflict resolution.
- Responsibility of individuals and countries for consumption of resources.

2f. Assessments



Assessment is integral to all teaching and learning. It is central to the International Baccalaureate Primary Years Programme's goal of thoughtfully and effectively guiding students through the five essential elements of learning: the understanding of concepts, the acquisition of knowledge, the mastering of skills, the development of attitudes, and the decision to take responsible action.

ASSESSMENT STAGES

1. **Assessing** – How we discover what the students know and have learned.
2. **Recording** – How we choose to collect and analyze data.
3. **Reporting** – How we choose to communicate information

How to assess

Why?
(The aim)

How?
(Strategies)

What?
(Tools)

Monitoring

to check the progress of learning against personal learning goals and success criteria.

observation, questioning, reflection, discussing learning with peers and teachers, giving feedback

open-ended tasks, written or oral assessment, and a learning portfolio

Documenting

to compile the evidence of learning

a variety of media forms (physical/digital) - learning journal/stories, portfolios

exemplars, checklists, rubrics, anecdotal records, portfolios

Measuring

to capture what a student has learned at a particular "point in time" and analyse the data to inform learning and teaching

a range of assessment tools and strategies which compile the most comprehensive picture of student progress and achievement over time.

Reporting

to describe the progress and achievement of the students' learning

Parent/teacher/student conferences
Student-led conferences
Reports
Learning Progressions

Assessment Tools Assessment Strategies	Rubrics	Exemplars	Checklists	Anecdotal Records	Continuums
Observations	<input checked="" type="checkbox"/>		<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Performance Assessments	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>		<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Process-focused assessments	<input checked="" type="checkbox"/>		<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Selected Responses		<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>		<input checked="" type="checkbox"/>
Open-ended tasks	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>		<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>

Documentation:

The documentation of student learning is an assessment strategy that is relevant for students of all ages at SZIA. Teachers use a range of methods to document student learning as a means of assessing student understanding. This may include, but is not limited to, videos, audio, photographs and graphic representations. Teachers also use written records of student conversations, comments, explanations and hypotheses as well as annotated pieces of student work that may form part of a student's portfolio.

Portfolio:

Portfolio is a record of students' involvement in learning, which is designed to demonstrate success, growth, higher-order thinking, creativity, assessment strategies and reflection.

is a celebration of an active mind at work and provides a picture of each student's progress and development over a period of time, both as individual and group learners. It enables students to reflect with teachers, parents and peers, in order to identify their strengths and growth as well as areas for improvement, to set individual goals and to establish teaching and learning plans.

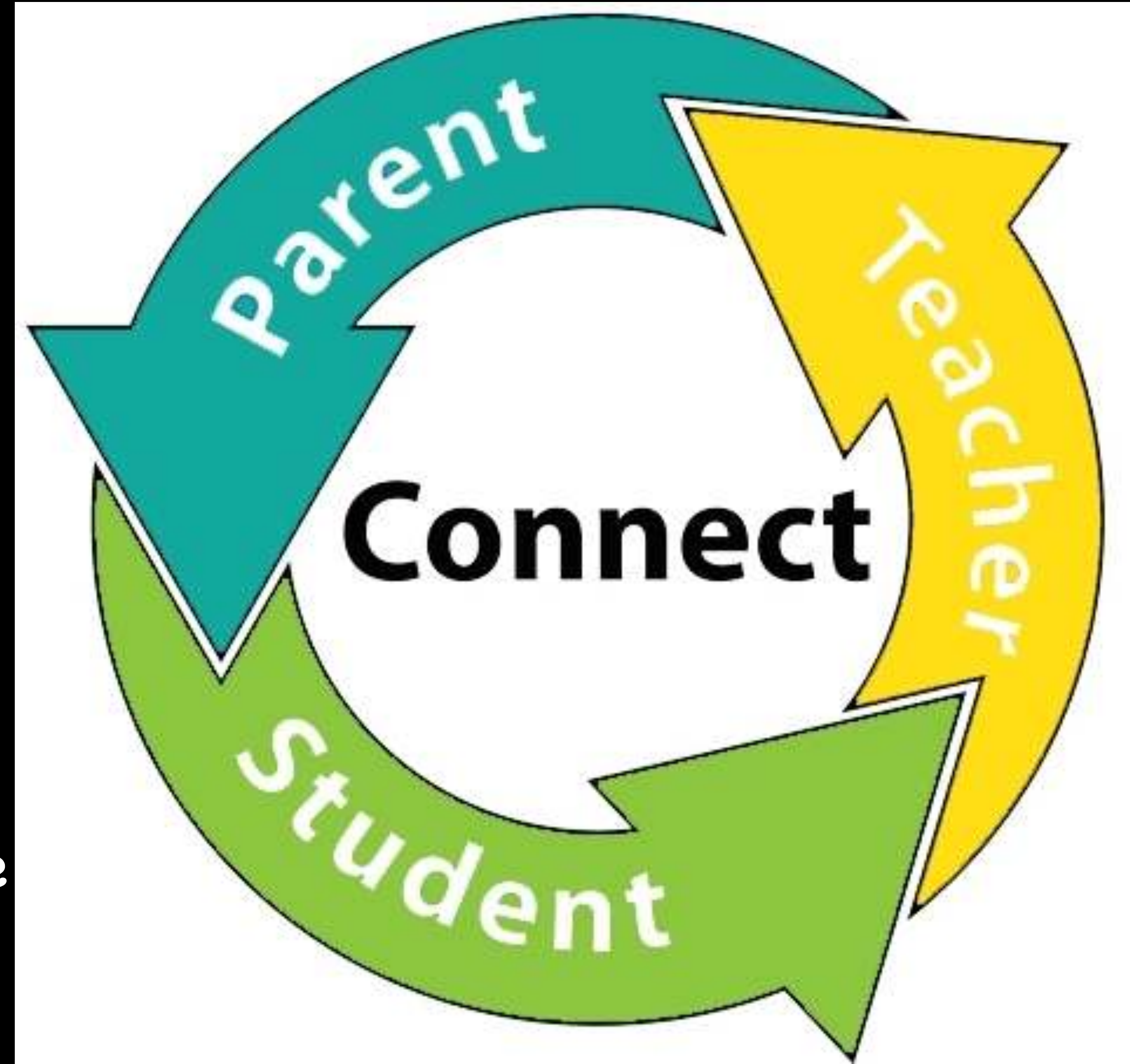
Reporting: How we choose to communicate information

Conferences:

- * Teacher-Student
- * Teacher-Parent
- * Student led
- * Three way

SZIA Reporting Schedule:

- * Growth reports: After every two themes.
- * Final consolidated report: At the end of the Academic session.



Language

Multilingualism is the interplay among languages within a person, with their interactions with others and also with the learning community's attitudes towards languages. Becoming multilingual is a means through which we deepen our understandings of alternative perspectives and reach out to others. It takes into account the complex reality of our world's diverse sociocultural contexts.



3. Learning Community



To promote a global perspective, the learning community embraces the entire IB community and recognizes the world as the most encompassing environment for learning. It fosters inclusivity by involving all stakeholders in the school's ecosystem, including:

- Students and their families
- All school staff members, including teachers, administrators, and supporting staff
- Significant adults who play a vital role in the students' lives
- Community partners, such as guest speakers, field trip organizers, and the global IB community.

3a. International mindedness

International-mindedness is central to the IB mission and is a foundational principle to its educational philosophy; it is at the heart of the continuum of international education.

International-mindedness is a view of the world in which people see themselves connected to the global community and assume a sense of responsibility towards its members. It is an awareness of the interrelatedness of all nations and peoples, and is a recognition of the complexity of these. Internationally minded people appreciate and value the diversity of peoples, cultures and societies in the world. They make efforts to learn more about others and to develop empathy and solidarity towards them to achieve mutual understanding and respect.



International mindedness

An internationally minded learner:

- is a competent communicator
- is open-minded and knowledgeable
- is a caring and principled thinker
- uses his or her curiosity and research skills to inquire about the world
- thinks and reflects critically about opportunities and challenges
- takes action for positive changes (for example, to promote intercultural understanding, foster caring relationships, to care for self and others)
- takes risks to further self-development and understanding of others



3b. Leadership

Leaders in PYP schools:

- share the purpose of the IB's mission
- successfully integrate the IB philosophy with the school's unique context
- develop a learning environment sustained by effective structures, organizational practice and resources
- foster a dynamic school culture centred on an inclusive learning community
- positively affect local and global contexts
- create student learning experiences of the highest quality possible.



3c. Collaboration

The PYP is committed to transdisciplinary learning as an organizing principle of the curriculum. It has relevance across the subjects and transcends the confines of the subjects to connect to the real world.

Transdisciplinary learning cannot happen without collaboration across disciplines.

Collaboration is intentional and continual. It supports the learning community in understanding how the expertise and perspectives of individuals contributes to the fusion of knowledge and new discoveries.

Through sustained collaboration, members of the learning community develop:

- openness towards other perspectives
- engagement with ideas different to one's own
- respect for the contribution of other subjects to the inquiry
- appreciation for rigour in debate and discussion
- appreciation for collective interpretation and reinterpretation of knowledge.



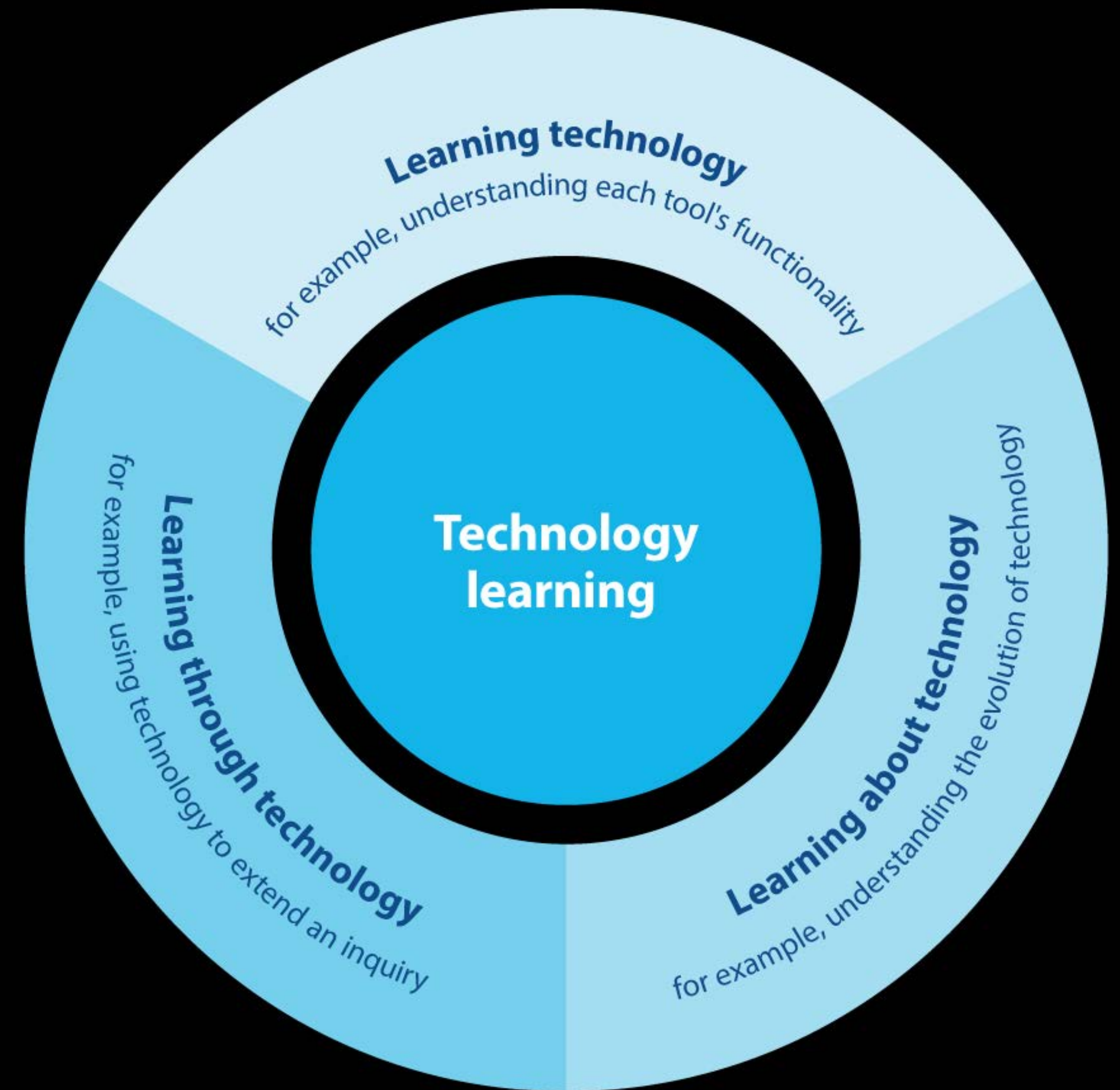
3d. Learning Environments

School-wide approach to promoting health and well-being

Develop a shared understanding of health and well-being among all the learning community	Promote the importance of agency—voice, choice and ownership
Support everyone to flourish as learners	Develop resilience within the learning community to embrace challenges and change
Promote a safe and caring culture throughout the community, including online	Ensure strategies are in place to support transitions from class-to-class and school-to-school
Develop safe learning spaces that contribute to a sense of physical, social and emotional well-being	Engage staff in professional learning that promotes health and well-being for everyone
Offer a well-planned and consistent physical and health education programme	Develop the community's understanding of the causes and prevention of ill health and ways to nurture positive mental health and well-being
Promote physical activity both within and outside the school	Early identification of and intervention for students experiencing social, emotional, behavioural and psychological barriers to learning
Support students' participation in extracurricular and community-based activities	Recognize the need for strong nurturing relationships

3e. Technology in the PYP

Technology brings change to our world and our schools, and evolves our ways of thinking and doing. Technological change brings new environments to navigate, new skill sets to learn, new tools to innovate, and new opportunities to connect learning communities worldwide. Similar to language, technology has the power to bring the learning community closer together and overcome boundaries. It is a means to investigate ideas, communicate findings, connect people and innovate solutions. Purposeful technology integration and implementation in authentic contexts can excite, invite, support and extend learning in multiple ways.



Technology in the PYP

The Primary Years Programme (PYP) focus of technology aims to support students in developing:

- literacy
- competency
- confidence

PYP technology learning and teaching immerses students in the interplay between learning technology, learning about technology and learning through technology. Viewed broadly, as a tool or resource, technology facilitates and expands learning possibilities. It refers to devices such as a pencil, a laptop, an iPad, a camera, as well as resources such as a book, a website, a game, an interactive story. As a concept, it incorporates coding, communication, information, design and innovation. As a learning extension, it supports the development of critical, creative and transfer thinking, in addition to systems and computational thinking.

5 ways you could support your child as a PYP parent

As an essential member of your child's learning community, you play an important role helping them take their learning deeper. Here are 5 simple ways you can support your child's learning at home. Whether it is the more formal learning connected to their schooling, or the incidental, unplanned learning through play, exploration and life experience; these 5 strategies will help you, help your child become a lifelong learner.



Take an inquiry stance

MEET A QUESTION WITH A QUESTION
How could you find that out?

BE PREPARED TO INQUIRE TOGETHER
Let's figure it out together!

ASK AN OPEN-ENDED QUESTION
What do you notice?

BE A LEARNER
Here is how I'm going to find out

Support conceptual understanding

VALUE PROCESS
How did you do that?
Why did you do that?
What strategy did you use?

HARNESS THE POWER OF KEY CONCEPTS
What does it look like? [Form]
Turn page for key concepts

Prioritise reflection

GET THEM THINKING ABOUT THEIR THINKING
How do you know?
What makes you think that?
Is there another way that you could do that?
What did you find easy or challenging? Why?

Support your child's agency

INVITE AND INVOLVE THEIR VOICE
Let them express themselves

SUPPORT THEIR CHOICES
What choice are you making for yourself as a learner?

EMPHASISE OWNERSHIP
You're in the driver's seat

Give feedback that goes beyond the moment

TEACH THE LEARNER, NOT THE LEARNING
Move from asking How are you doing? to Where to next?

GIVE SPECIFIC FEEDBACK ON THE PROCESS
I like how you did... What might you try doing next?



- **Citations:**
- <http://www.ibo.org/>
- Google images

How can I learn more about the IB and PYP?

- Visit the IB website at www.ibo.org
- Attend school meetings and events
- Speak with the Principal of SZIA, Wafaa Abdul Ghaffar
- Speak with SZIA's PYP coordinator, Ayesha Taymoor Yousaf
- Speak with your child's PYP classroom teacher.



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