

Modern Public School has received authorization as the first IBPYP (International Baccalaureate Primary Years Programme) School of North & West Delhi. This achievement is a result of the combined efforts and dedication of our students, teachers, staff, and most importantly, your continued support. We take immense pride in being recognized as a leading educational institution, providing a holistic and internationally focused curriculum to our students. The IBPYP aims to foster inquiry, critical thinking, and a love for learning in young minds, preparing them to become responsible global citizens. This prestigious accreditation highlights our commitment to delivering quality education that meets the highest international standards.

The school has always been on a forefront to create a stimulating and dynamic environment to nurture the child and foster a lifelong love for learning. The school also acknowledges that you as parents are equal partners in the progress of the child's learning and development. Hence, the school has documented the fundamentals of PYP for your kind perusal.

### **An Insight into Primary Years Programme**

#### **School Vision Statement**

The school aims to develop life long learners and global citizens committed towards intercultural understanding.

#### **School Mission Statement**

The school envisions to nurture a divergent, multicultural and competent community of young people with 21<sup>st</sup> century skills, values and knowledge who will contribute towards a sustainable world.

## **IB Mission Statement**

The International Baccalaureate aims to develop inquiring, knowledgeable and caring young people who help to create a better and more peaceful world through intercultural understanding and respect.

## **Introduction to PYP**

The IB Primary Years Programme (PYP) for grades Pre School - V nurtures and develops young students as caring, active participants in a lifelong journey of learning. The PYP offers an inquiry-based, transdisciplinary curriculum framework that builds conceptual understanding. **It is a student-centered approach to education for children.**

The PYP has evolved to become a world leader in future-focused education. The PYP is an example of best educational practice globally, responding to the challenges and opportunities facing young students in the rapidly changing world. The PYP curriculum framework begins with the premise that students are agents of their own learning and partners in the learning process. It prioritizes people and their relationships to build a strong learning community.

PYP students use their initiative to take responsibility and ownership of their learning. By learning through inquiry and reflecting on their own learning, PYP students develop knowledge, conceptual understandings, skills and the attributes of the IB Learner profile to make a difference in their own lives, their communities, and beyond.

The **PYP framework** includes 5 essential elements:

- **Knowledge**
- **Key Concepts**
- **Approaches to Learning**
- **Action**
- **Agency**

## **KNOWLEDGE**

The curriculum in a Primary Years Programme (PYP) school includes all student activities, academic and non-academic, for which the school takes responsibility.

Six transdisciplinary themes are considered essential in the context of a programme of international education. These transdisciplinary themes will be explored across the different age groups. It provides students in the early and primary years with the opportunity to experience a coherent and balanced curriculum.

Following are the Transdisciplinary Themes:



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.

# How We Express OurSelves



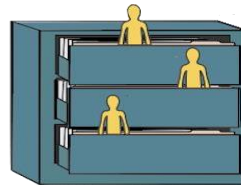
An inquiry into the ways in which we discover and express ideas, feelings,

# How the World Works

nature, culture, beliefs and values; the ways in which we reflect on, extend and enjoy our creativity; our appreciation of the aesthetic.

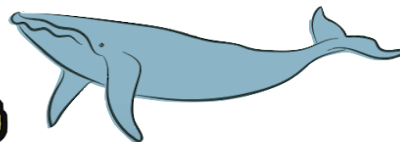
An inquiry into the natural world and its laws; the interaction between the natural world (physical and biological) and human societies; how humans use their understanding of scientific principles; the impact of scientific and technological advances on society and on the environment.

# How We Organise 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.

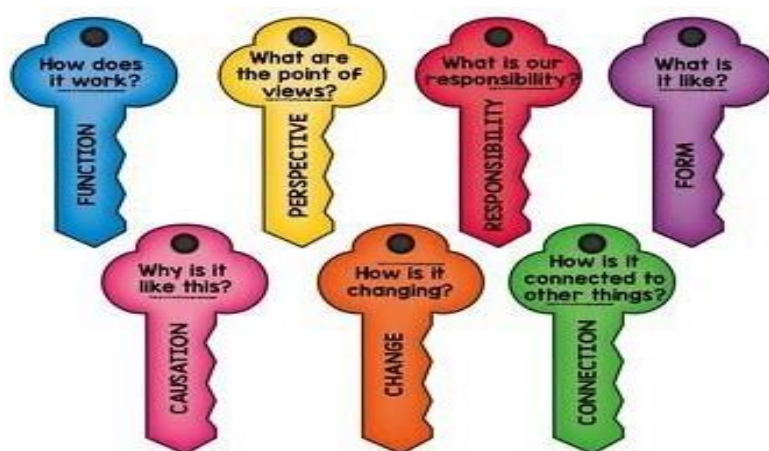
# Sharing the Planet



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.

These requirements ensure that students inquire into, and learn about, globally significant issues in the context of units of inquiry, each of which addresses a central idea relevant to a particular transdisciplinary theme. These units collectively constitute the school's programme of inquiry, providing a scaffold for the development of international-mindedness.

### KEY CONCEPTS



The concepts that drive the **PYP** are **abstract**, **timeless** and **universal**.

1. **Form:** The understanding that everything has a form with recognizable features that can be observed, identified, described and categorized.
2. **Function:** The understanding that everything has a purpose, a role or a way of behaving that can be investigated.
3. **Causation:** The understanding that things do not just happen; there are causal relationships at work, and that actions have consequences.
4. **Change:** The understanding that change is the process of movement from one state to another. It is universal and inevitable.
5. **Connection:** The understanding that we live in a world of interacting systems in which the actions of any individual element affect others.
6. **Perspective:** The understanding that knowledge is moderated by different points of view which lead to different interpretations, understandings and perspectives may be individual, group, cultural or subject-specific.

7. **Responsibility:** The understanding that people make choices based on their understandings, beliefs and values, and the actions they take as a result do make a difference.

### **APPROACHES TO LEARNING**



Students get the opportunity to practice these skills and reflect on how they apply these skills to their everyday learning.

#### 1. **Thinking skills**

- Ability to recall facts and vocabulary
- Understanding of what is read or taught
- Application of knowledge in new situations
- Comparing and contrasting relationships
- Expressing opinions
- Reflect on decision making
- Understanding different points of view
- Reflect on their own learning

#### 2. **Social skills**

- Respecting the thoughts, feelings and beliefs of others
- Sharing and taking turns

- Group decision making – listening to the perspectives of others, asking questions, discussing ideas
- Knowing how to behave in different situations.

### 3. **Research skills**

- Asking questions to nurture curiosity about how something can be done
- Observing relevant details
- Figuring out ways to get necessary information
- Drawing conclusions from information
- Use all senses to observe and notice details
- Gathering, documenting, organizing, and interpreting data
- Recording observations
- Acknowledge data sources

### 4. **Communication skills**

- Listening to directions and information
- Listening to others
- Speaking clearly in sentences, participating in conversations and expressing ideas
- Pretend roles and situations
- Reading from various sources, understanding what has been read, reflecting and drawing conclusions
- Writing
- Interpreting visual, audio and oral communication
- Presenting information using technology and a range of materials

### 5. **Self-Management skills**

- Planning and carrying out activities independently and effectively
- Gross and fine motor skills
- Self-regulation of emotions
- Ability to adapt to new situations



- Take responsibility for their own well-being
- Share responsibility for decision-making
- Follow essential agreements – in the class room and outside

### **IB Learner Profile Attributes**



The IB maintains a learner profile of specific skills that schools must develop in students at every level of IB which has a positive impact on school culture. The IB learner profile represents a broad range of human dispositions, capacities and traits that encompass intellectual, personal, emotional and social growth. Developing and demonstrating the attributes of the learner profile is an expression of what the IB means by international-mindedness.

The IB learner profile permeates all facets of school life in the PYP.

1. **Caring:** They show empathy, compassion and respect towards the needs and feelings of others. They have a personal commitment to service, and act to make a positive difference to the lives of others and to the environment.
2. **Open-minded:** They understand and appreciate their own cultures and personal histories, and are open to the perspectives, values and traditions of other individuals and communities. They are accustomed to seeking and evaluating a range of points of view, and are willing to grow from the experience.



3. **Balanced:** They understand the importance of intellectual, physical and emotional balance to achieve personal well-being for themselves and others.
4. **Risk-taker:** They approach unfamiliar situations and uncertainty with courage and forethought, and have the independence of spirit to explore new roles, ideas and strategies. They are brave and articulate in defending their beliefs.
5. **Principled:** They act with integrity and honesty, with a strong sense of fairness, justice and respect for the dignity of the individual, groups and communities. They take responsibility for their own actions and the consequences that accompany them.
6. **Inquirer:** They develop their natural curiosity. They acquire the skills necessary to conduct inquiry and research and show independence in learning. They actively enjoy learning and this love of learning will be sustained throughout their lives.
7. **Thinker:** They exercise initiative in applying thinking skills critically and creatively to recognize and approach complex problems, and make reasoned, ethical decisions.
8. **Knowledgeable:** They explore concepts, ideas and issues that have local and global significance. In so doing, they acquire in-depth knowledge and develop understanding across a broad and balanced range of disciplines
9. **Communicator:** They understand and express ideas and information confidently and creatively in more than one language and in a variety of modes of communication. They work effectively and willingly in collaboration with others.
10. **Reflective:** They give thoughtful consideration to their own learning and experience. They are able to assess and understand their strengths and limitations in order to support their learning and personal development.

## AGENCY

Agency is basically when our students have ownership of their own learning and action that comes from that learning. *Agency is the power to take meaningful and intentional action, and acknowledges the rights and responsibilities of the individual, supporting voice, choice and ownership.*

## ACTION

Students in the PYP demonstrate action when they have linked their learning to real-life issues and opportunities. Action can take many forms, and could include: a change in attitude, a consideration or plan for action in the future, a demonstration of responsibility, or of respect for self, others and the environment. Action is embedded in the philosophy of the IB and is promoted throughout all its curricular programmes. In the PYP, action is considered to be both an application of learning and an opportunity for students to engage in a form of contribution or service.

As outlined in the Enhanced PYP, action can be demonstrated through participation, advocacy, social justice, social entrepreneurship and lifestyle choices.



## **ASSESSMENT**

The assessment practices align with the programme requirements set by the International Baccalaureate (IB) Primary Years Programme (PYP). The Assessment is purposefully planned, implemented and reviewed to support the teaching and learning goals of students and teachers.

The performance and progress of the child will be assessed in the following subject areas: Language (English and Hindi), Mathematics, Science, Social Studies, ICT, Arts (Visual Art and Music), Personal, social and Physical Education (PSPE).

The PYP Concepts, Student Learner Profile Attributes, and Transdisciplinary Skills will also be assessed.

Assessment will be based on oral as well as written evaluation.

- Assessment will be incorporated into the daily learning process. This will include teachers' observation, student teacher interaction, self-assessment, peer assessment, presentations, assignments, reflection sheets etc.
- The written assessment will be taken twice. First cycle will be in September and second will be in February/March. Each cycle will be of 50 marks for every subject.

In Pre School and Pre Primary, the progress will be assessed as a part of day to day learning and conduct throughout the year.





# 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

**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.

**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

**USE LESS PAPER**  
 SWITCH OFF THE LIGHTS WHEN LEAVING THE ROOM  
 ALWAYS FINISH YOUR FOOD  
 REUSE YOUR OWN BOTTLE TO SCHOOL

## 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

**THE LEARNING AND TEACHING**  
 TRANSDISCIPLINARY LEARNING  
 APPROACHES TO LEARNING  
 INQUIRY  
 CONCEPTS  
 DEVELOPING A PROGRAMME OF INQUIRY  
 ASSESSMENT  
 LANGUAGE

**THE LEARNING COMMUNITY**  
 COMMUNITY OF LEARNERS  
 INTERNATIONAL MINDSET  
 LEADERSHIP  
 COLLABORATION  
 LEARNING ENVIRONMENTS  
 TECHNOLOGY

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