

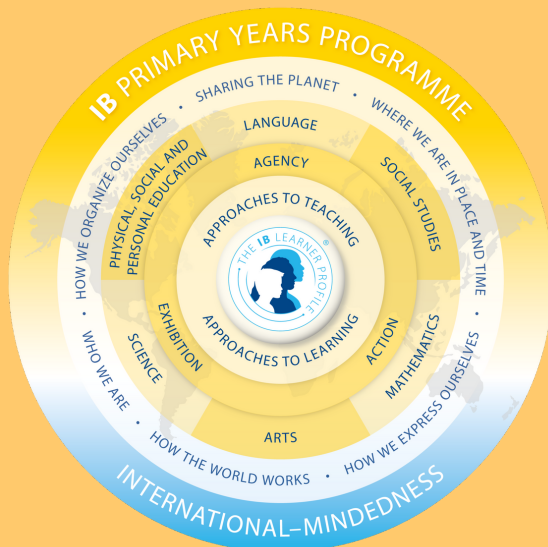
Why The Primary Years Programme?

The Primary Years Programme is a transdisciplinary programme that focuses on developing internationally-minded learners who are agents of their own learning. Based on the premises of agentic learning, and central to the framework, the programme emphasizes concept based inquiry that is engaging, significant, challenging and relevant.

PYP students develop knowledge, conceptual understandings, skills, and attributes of the IB learner profile to take action and make a positive difference in their own lives, community, and world.

The PYP Exhibition

The PYP Exhibition is a culminating event in the final year of the PYP. During this collaborative experience, students showcase the attributes of the IB Learner Profile, and celebrate their transition to Middle School. Students choose an area for exploration or issue that they would like to explore; they plan, document and reflect on their learning of knowledge, skills and conceptual understanding.



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Find out more about the IB and the PYP



Primary Years Programme



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International Baccalaureate

Primary Years Programme

PYP



Primary Years Programme

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.

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.

IC Mission Statement

The Mission of IC is to empower learners to take initiative, think critically, and serve as role models in a global society. The curriculum aims for excellence at all levels and embraces the education of the whole person. Graduates of IC will have developed self-confidence, problem-solving, and decision-making abilities as well as self-discipline, social and environmental responsibility, and an awareness of and respect for the connected nature of our global community.

● *Transdisciplinary Themes*

The Programme of Inquiry is organized and framed by six transdisciplinary themes, which provide our students with an opportunity to experience a coherent and balanced curriculum.

● *Key Concepts*

Concepts are powerful, broad, and abstract organizing ideas that build conceptual understanding across, between, and beyond subjects. Concepts transfer learning to new contexts.

● *Learner Profile Attributes*

The Learner Profile is the IB mission statement translated into a set of learning outcomes for the 21st Century. The Learner Profile unites us all with a common focus: on the whole person, as a life-long learner and international minded individual.

● *Approaches to Learning*

ATLs are deliberate strategies grounded in the belief that learning how to learn is paramount to a student's life. The ATLs consist of five categories of interrelated skills and associated sub skills .

● *Student Action*

Action is considered to be an application of learning. It can be student-initiated, individual, and collective. Action is connected to agency, the Learner Profile attributes, and international mindedness.

The Three Pillars of PYP

Stemming from the principle that learners learn best when they are active participants in their learning who have voice, choice and ownership, the Primary Years Programme is structured around three pillars that ensure high quality education.

The Learner

Core to the framework is the belief that the learner is capable of constructing learning through their observations, inquiries, and wonderings, thus leading them to develop their own theories about themselves and the world around them.

Learning and Teaching

Learning and teaching in our school is upheld by the program's commitment to providing students with authentic and significant transdisciplinary learning experiences. Bounded by the belief that learning is fundamental to developing life-long and self-regulated learners, learning and teaching emphasize approaches to learning.

The Learning Community

Learning is a social act that happens best when it is contextualized and collaborative between all stakeholders. There is a shared commitment to an inclusive environment that prioritizes relationships and wellbeing to nurture capabilities, take action and bring about change.

