

INTERNATIONAL BACCALAUREATE PRIMARY YEARS PROGRAMME

# PARENT HANDBOOK





**INTERNATIONAL BACCALAUREATE PRIMARY YEARS PROGRAMME (IB PYP)  
AT İSTEK BİLGE KAĞAN PRE-SCHOOL & İSTEK BİLGE KAĞAN PRIMARY  
SCHOOL  
PARENT HANDBOOK**





## INTERNATIONAL BACCALAUREATE (IB)

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.

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.

You may view an informative video about IB and its programmes using the link below.

. <http://www.ibo.org/digital-toolkit/materials-in-other-languages/>



3

## PRIMARY YEARS PROGRAMME (IB PYP)

### AT İSTEK BİLGE KAĞAN

The IB Primary Years Programme, for students aged 3 to 12, focuses on the academic, social, physical, emotional and cultural development of the whole child, as an inquirer, both in the classroom and in the world outside. PYP is an international curriculum framework and an educational approach that guides us about what students need to learn about and teaching & assessment strategies.

To meet the diverse needs of the student—physical, social, intellectual, aesthetic, cultural—PYP schools ensure that the learning is **engaging, relevant, challenging** and **significant**. What adds significance to student learning in the PYP is its commitment to a **transdisciplinary model**, whereby themes of global significance that transcend the confines of the traditional subject areas frame the learning throughout the primary years, including in the early years. These themes promote an awareness of the human condition and an understanding that there is a commonality of human experience.

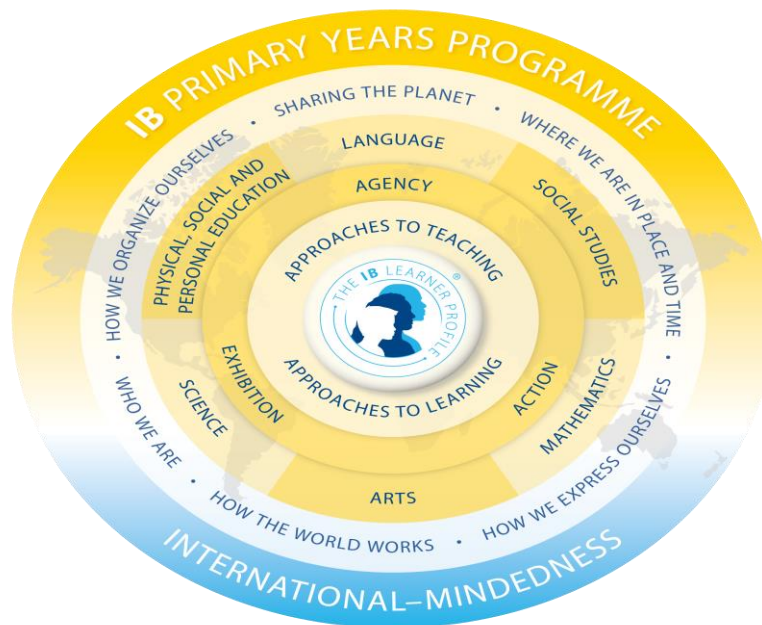
At ISTEK Bilge Kağan Pre-school and Primary School, Turkish National Curriculum is implemented within the PYP framework. A coherent programme of inquiry has been implemented at all grade levels since 2008. Primary Years Program provides an international curriculum that aims to meet the full range of needs of young learners. The PYP presents a balanced curriculum, emphasizing the development of knowledge, concepts, approaches to learning (transdisciplinary skills) and self-initiated action in students.

PYP provides a high quality education for students.

Time for collaborative planning and reflection is built into all teachers' schedules.

In order to raise the success of the programme, our school continues to cooperate with other PYP schools.

IB PYP workshops and the workshops organized by ISTEK Schools provide the teachers and administrators many opportunities for professional development.



## The PYP Journey of Our School

Our school which was accepted to apply PYP as a candidate school on May 26 , 2015 has been continuing to implement the inquiry programme which is prepared by our teachers' meticulous work in each grade in our pre-school and primary school. IB authorities came to our school for Pre-verification visit then they evaluated our implementations by a report and gave us advices. As a result of our works in the direction of this report a PYP Authorization Visit took place to our school. With the report we received after the positive visit, İSTEK Private Bilge Kağan Kindergarten and İSTEK Private Bilge Kağan Primary School were authorized to apply PYP as of 13 March 2018 and gained the status of IB World School. ( You can access our school's website on the IB website from the link below.)

<https://www.ibo.org/school/051409/>

Program Evaluation Visits to IB World Schools of the International Baccalaureate;

is a service they provide to follow their development towards standards and practices after their authorization and to guide schools in this regard. Our school successfully completed the first PYP Evaluation Visit on the April 27-28-29th of the 2021-2022 academic year.

## WHAT KIND OF INDIVIDUALS DO WE AIM OUR STUDENTS TO BECOME?

### IB LEARNER PROFILE


In all IB programmes learners strive to become individuals demonstrating the following attributes of the learner profile: **inquirers, knowledgeable, thinkers, communicators, principled, open minded, caring, risk takers, balanced** and **reflective**.

The learner profile is central to the PYP definition of what it means to be internationally minded. A PYP school is a school that, regardless of location, size or constitution, strives towards developing an internationally minded person. **Internationally minded person** is defined as a person who demonstrates the attributes of the IB learner profile.

**Parents' contribution:** Be a role model and encourage all the members of your family and people to demonstrate in the same way.

**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.

**Parents' contribution:** Enrich your library with the a wide range of books. Visit the school library more often. Encourage areas of your child's interest by visiting the library to borrow books that explore these topics. Model being curious about all sorts of issues, ways of life in other cultures, countries to visit, history, art, science, languages etc and research. Develop an understanding of the Internet, work with your child on the internet, make sure you know what sites s/he is accessing and teach him /her safe user practices. Get an internet filter for your computer. Let your child know that you haven't got the answers to every question and encourage him / her to find the answer.



**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.

**Parents' contribution:** Encourage your child to read books at home that relate with topics being covered in school. Show him / her how to access the resources about their interests. Ask your child about what s/he is learning in school and engage them in conversation. Be a role model and encourage your child to become familiar with the current events and to read the newspaper and watch the news when appropriate. Learn about the age characteristics of your child.

**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.

**Parents' contribution:** Encourage independence so that s/he learns to sort out problems using his / her own initiative. Make problem solving a part of real life situations. Keep asking open-ended questions - ones that don't have a yes/no answer. Encourage everyone in the family to challenge ideas, problems and issues and discuss different points of view. Allow your child to develop opinions. Assignments are your child's responsibility. If s/he has difficulties, ask him /her to find ways to overcome the problem.

7

**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.


**Parents' contribution:** Being a good listener is an important part of communicating with others, be a role model. Encourage your child to use all the means of communication effectively.

**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.

**Parents' contribution:** Discuss the meanings of honesty, responsibility, trust, tolerance, respect, self-discipline, justice and fairness. Discuss how important honesty is at all times. When playing a game, don't change the rules or let your child win. Involve your child in deciding on the rules for your family life and ensure that they stick to the ones that have been decided upon. Explain them that rules don't show a lack







of love. When you don't obey the rules make sure that you say sorry.

**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.

**Parents' contribution:** Expose your child to different festivals, celebrations and traditions. Encourage your child to listen when others speak and learn about different perspectives. Guide him /her in developing empathy towards people living in different conditions and people coming from different backgrounds.

**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.

**Parents' contribution:** Role model the caring behavior you would like to see in your child all the time. Using kind words, helping people without being asked, being an active listener all show your child that you care about people. Think about how your family can get involved with community organizations. After reading a book, spend some time considering how the people in the book acted. Was someone in the book caring?

**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.

**Parents' contribution:** Be careful to explain to your child the difference between being a risk-taker by trying new things and doing dangerous things. If your child is feeling uneasy about trying something new, encourage him / her to try it and then reflect on the experience. Encourage your child to set short and long term goals for being a risk-taker. Consider activities that challenge him/her to grow from the experience.

**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.

**Parents' contribution:** Model the importance of having a balanced diet and exercising regularly by applying these in your lives. Give your child opportunities to gain hobbies and play games. Encourage your child to participate in a wide variety of structured activities. Make sure that s / understands the importance of keeping fun and work in balance.

**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.

**Parents' contribution:** Observe the progress of your child. Go over his / her report cards, progress reports and homework together and discuss them with him / her and truly consider his /her thoughts on his / her strengths and areas for improvement. Ask him / her to make new decisions about his / her learning.

## LEARNERS WHO HAVE AGENCY



Agency is enabled in circumstances where students have voice, choice and ownership for their own learning. Students demonstrate agency when they take the responsibility of their learning, and collaborate with their teachers and friends in the planning, performance and assessment phases of their learning. When students' have agency, the relationship between the teacher and students becomes a partnership.

9

When teachers support student agency, they:

- notice, and reflect on the students' existing capabilities, needs and interests in order to personalize
- learning
- actively listen to students' opinions, wonderings, perspectives and aspirations to extend student
- thinking and action

- foster authenticity for students to explore their interests by giving them open-ended tasks
- offer opportunities for students to demonstrate creativity and take risks
- reflect on when students need help, and when not, by using assessment evidence to inform learning
- and teaching
- listen and respond to each student's activities to extend their thinking.

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.


## WHAT WILL YOUR CHILD LEARN?

10

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

In our programme:

- Your child will inquire and try to acquire knowledge and values that are personally, locally and globally significant.
- S/he will get a deeper understanding of the concepts.
- S/he will develop a range of life skills.
- S/he will develop positive attitudes towards other people and surroundings.
- S/he will be given chances to take responsibility and participate in social service.



**What do we want our students to know?** Our aim is to make students inquire into interesting, challenging, relevant and significant topics. 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 one of the following transdisciplinary themes:

**Who We Are:** An inquiry into the nature of the self; beliefs and values; personal, physical, mental, social and spiritual health; human relationships, including families, friends, communities and cultures; rights and responsibilities; what it means to be human.

**Where We Are In Place And Time:** An inquiry into orientation in place and time; personal histories; homes and journeys; the discoveries, explorations and migrations of humankind; the relationships between, and the interconnectedness of, individuals and civilizations, from local and global perspectives.

**How We Express Ourselves:** An inquiry into the ways in which we discover and express ideas, feelings, nature, culture, beliefs and values; the ways in which we reflect on, extend and enjoy our creativity; our appreciation of the aesthetic.

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

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

**Sharing the Planet:** An inquiry into rights and responsibilities in the struggle to share finite resources with other people and with other living things; communities and the relationships within and between them; access to equal opportunities; peace and conflict resolution.



**Parents' contribution:** Ask your child about what they are learning at school and encourage your child to read books at home that correspond to the topics being covered in school. Make the IT resources and the appropriate resources on the internet accessible to your child. Discuss the reliability of the resources on the internet with him / her. Make sure that s/he is aware of the changability of the data on the internet.

**Concepts: (What do we want our students to understand?)** A set of seven concepts was drawn up, each of which, it is felt, is of major importance in the design of a transdisciplinary curriculum. These concepts are:

- **Form**– What is it like?
- **Function** – How does it work?
- **Causation** – Why is it like it is?
- **Change**– How does it change?
- **Connection** – How is it connected to other things?
- **Perspective** – What are the points of view?
- **Responsibility**– What is our responsibility?

**Parents' contribution:** Asking your child questions, in the forms stated above, regarding his school and daily life will help him / her develop high level thinking skills. Encourage your child to ask questions and answer his / her questions with questions.

**Approaches to Learning: (The essential element of skills (subject-related and transdisciplinary) is now represented on the model as Approaches to Learning)** Within their learning throughout the programme, students acquire and apply a set of transdisciplinary skills: **social skills, communication skills, thinking skills, research skills and self-management skills**. These skills are valuable, not only in the units of inquiry, but also for any teaching and learning that goes on within the classroom, and in life outside the school.

**Parents' contribution:** Share the skills that you think your child has developed or has not developed according to their age level with his / her teachers. In order to develop your child's thinking skills, encourage your child to inquire into herself / himself, his / her surroundings and life.

Give your child responsibilities at home in order to help them develop their self-management skills. Give your child the chance to talk and share his / her thoughts in order to develop the communication skills.

In order to develop your child's social skills, provide him / her the opportunity to take part in different environments and have a hobby. Create chances to make them spend time together with friends after school. Encourage him / her to research about the things s/he wonders to develop their research skills. Guide and support your child about accessing the appropriate resources.

### **Approaches to teaching: (What are the learning approaches that the programme is grounded on?)**


- Inquiry based learning
- Transdisciplinary learning
- Concept based learning
- Play based learning
- Constructivism

13

### **Action: (How do we want our students to act as a result of their learning?)**

In the PYP, it is believed that education must extend beyond the intellectual to include not only socially responsible attitudes but also thoughtful and appropriate action. An explicit expectation of the PYP is that successful inquiry will lead to responsible action, initiated by the student as a result of the learning process. This action will extend the student's learning, or it may have a wider social impact, and will clearly look different within each age range.

**Parents' contribution:** In the course of each unit our classroom teachers will be sending you the links of their Classroom's Action Tracking Padlets, where you can share your observations through the course of the unit. At the end of each unit we will be sending Action Feedback Forms, where you can share your



observations individually. Your feedback from these forms and padlets will be used by our teachers while completing the progress reports and also in the planning and reflection stages of the units. The feedback forms will be kept in the students' portfolios after they are analyzed. Your feedback will show us to what extend our students apply the things they learn into their lives. Please share your observations with us through these tools and the other forms of online questionnaires that we create to get your feedback.


## **HOW CAN YOU LEARN ABOUT YOUR CHILD'S PROGRESS?**

In order to inform you about your child's progress, we use a variety of assessment strategies for formative, summative assessment, self assessment, peer assessment and assesment tools such as rubrics, checklists, anectodal notes and portfolios. You will receive written and oral reports about your child's progress throughout the year. Your contributions and support to your child's progress is required.

In order to give you extensive information about your child's progress, in primary school we will be sending you a progress report together with your child's official report card twice a year. These progress reports will include students' reflections, specific and detailed information about your child's progress during the units of inquiry and also seperately in all disciplines. In fall and spring breaks students will get an additional general evaluation report that gives them feedback about their perfomance. In pre-school the progress reports will be shared after each unit of inquiry.

Student led conferences are organized at the end of each term. During these conferences students will be sharing their portfolios and presenting the pieces of work they select from their portfolios to their parents and teachers. These portfolios are concrete indicators of your child's progress. The portfolios will be sent home at the end of the academic year and will be asked by the teacher when required.

Grade 4 students share their joy of learning in the final year of the programme during the PYP Exhibition.



We will be pleased to answer your questions about our programme, please feel free to contact us. We will continue to inform you about the classroom activities via our newsletters and weekly emails.

## **WHAT ARE THE CONTRIBUTIONS OF THE IB PYP?**

1. The PYP fosters natural curiosity and learning in creative, supportive and collaborative environment.
2. PYP students create meaning for themselves and build understanding through exploring real-world issues.
3. PYP students create meaning for themselves and build understanding through exploring real-world issues.
4. PYP students work collaboratively with teachers and other students to plan, present and assess their own learning.
5. 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. PYP students use critical and creative thinking to develop knowledge, understanding and skills within and across subject areas.
7. PYP students believe they are able to grow and succeed. They make appropriate choices and take responsibility for their actions.
8. PYP students believe they are able to grow and succeed. They make appropriate choices and take responsibility for their actions.
9. Together they celebrate their common humanity and the belief that education can help to build a better and more peaceful world.
10. Students can express ideas and opinions, and they can propose solutions that make a difference in their lives and the lives of others.



## İSTEK PRIVATE BİLGE KAĞAN KINDERGARTEN AND PRIMARY SCHOOL COMPLAINT PROSEDURE

As **İSTEK Bilge Kağan Kindergarten and Primary School**, it is one of our main objectives for the school community that they continue their educational life in peace.

Every individual included within the school community is responsible for creating safe and peaceful learning environments.

Any and all of the policies developed by the school are prepared and implemented in line with the programme requirements of the International Baccalaureate organization and the needs of the learning community.

Every individual within the school has the right to voice their complaints.

### **For the Complaints of our Kindergarten and Primary School Students;**

1. The person to whom the complaint is made listens to the problem, takes notes and expresses that he/she understands the student.
2. If he is not the right person to resolve the complaint, he/she communicates with the right people.
3. If the student's complaint is related to another student, an interview is held with the students based on the volunteering of both students.
4. Students are given time to listen to each other's feelings and thoughts.
5. If the problem is not resolved by doing so, another department that can solve this issue is informed. The said department starts the interview procedure with students all over again.
6. Whether the students will experience a similar situation again is observed by the classroom teacher and the guidance department.
7. Student privacy, safety and well-being will be taken seriously on all stages of the issue.
8. If the student's complaint is related to an adult in the school community, the student concerned is listened to based on the İSTEK Bilge Kağan Schools Child Protection Policy and the above-mentioned problem-solving steps are followed exactly.
9. If the student's complaint is about learning environments and the school program, the most authorized department is notified. The relevant department plans a meeting with the student and listens to the problem using active listening techniques. Solutions are determined together with the student.

### **For the Complaints of Kindergarten and Primary School Parents or Legal Guardians**

1. The parent or the legal guardian who has a complaint is interviewed one-on-one.
2. The person concerned listens to the parent or legal guardian, using active listening strategies.
3. If the complaint is an issue that the person concerned can resolve, the solution proposals are discussed together. The person concerned follows the necessary steps to resolve the complaint in line with the necessary school policies.
4. If the complaint is out of the responsibility and authority of the person concerned, the parent is directed to the relevant department.
5. The above-mentioned steps are applied by the relevant department.
6. At all stages of the problem, İSTEK Bilge Kağan Schools Child Protection Policy and all İSTEK Bilge Kagan School Policies are taken as basis.

### **Resources:**

- Primary Years Programme The Learner - International Baccalaureate Organization; 2018
- Primary Years Programme Learning and Teaching - International Baccalaureate Organization; 2018
- [www.ibo.org](http://www.ibo.org)
- <https://www.ibo.org/globalassets/digital-toolkit/posters/pyp-10-reasons-poster-en.pdf>
- IB PYP Programme Model, International Baccalaureate Organization; 2018