



İSTEK KAŞGARLI MAHMUT SCHOOLS
PRIMARY YEARS PROGRAMME (PYP)
PARENTS BOOKLET



WHAT IS INTERNATIONAL BACCALAUREATE?

International Baccalaureate (IB) is a non-profit foundation with the mission of building a better world through education and aims to train young people who are researching, questioning and sensitive to help create a better and more peaceful world with intercultural understanding and respect. To this end, the organization works with schools, governments and international organizations to develop rigorous international education and rigorous assessment-evaluation programs. These programs encourage all students around the world to become active, caring and lifelong learners who realize that their differences can be justified.

International Baccalaureate Learner Profile

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.

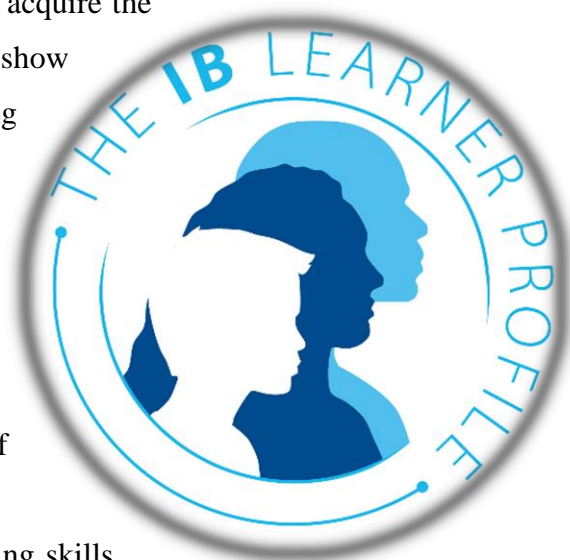
Knowledgeable: They explore concepts, ideas and issues that have local and global significance. In so doing, they acquire in-depth knowledge and develop understanding across a broad and balanced range of disciplines.

Thinker: They exercise initiative in applying thinking skills critically and creatively to recognize and approach complex problems, and make reasoned, ethical decisions.

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.

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

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.

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.

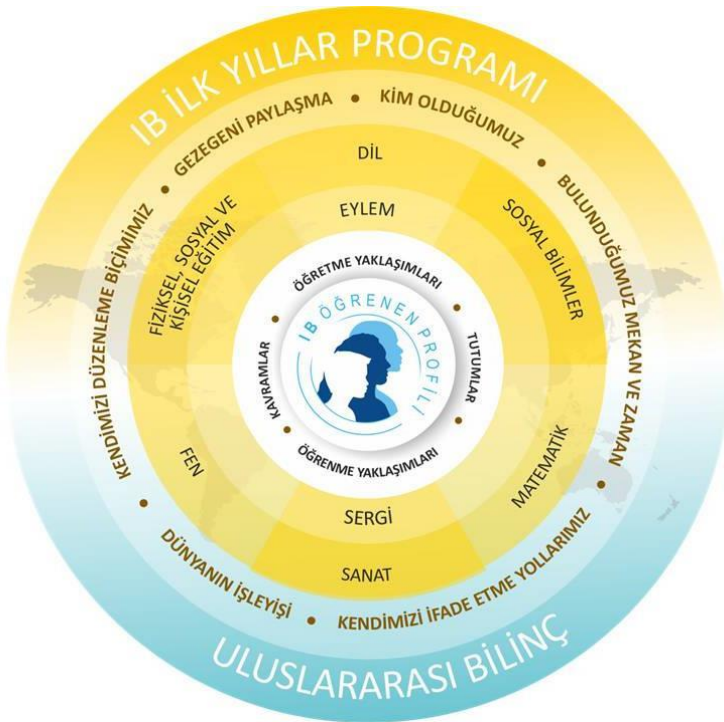
Risk Taker: They approach unfamiliar situations and uncertainty with courage and forethought, and have the independence of spirit to explore new roles, ideas and strategies. They are brave and articulate in defending their beliefs.

Balanced: They understand the importance of intellectual, physical and emotional balance to achieve personal well-being for themselves and others.

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.

WHAT IS PRIMARY YEARS PROGRAMME (PYP)?

The PYP (Primary Years Program) aims to improve the academic, social, physical, emotional and cultural aspects of the 3-12 age group. It is an education and teaching approach based on an international curriculum model that guides students about what they need to learn, educational methods and evaluation strategies.



The PYP focuses on the individual's holistic development, based on the idea that the child continues to learn in different environments not only in the classroom but also in the outside world. It established a teaching framework for the academic, social, cultural and emotional needs of the child.



PYP CURRICULUM AND ESSENTIAL ELEMENTS

The PYP Curriculum consists of three sections that are connected together as written curricula, taught curricula and measured curricula. The written curriculum provides the definition of the framework that demonstrates what is worth learning, the taught curriculum, the theory and application of good class practices, the measured curriculum, the effective measurement-evaluation theory and practice. The development of the PYP curriculum uses 5 essential elements: knowledge, concepts, transdisciplinary skills, attitudes and action.

KNOWLEDGE

“WHAT DO WE WANT STUDENTS TO KNOW ABOUT?”

It is aimed that students make inquiries about interesting, important and challenging subjects. In the inquiry program, information is handled with the disciplines. In one academic year, common units at the same time in all branch courses at each class level focus on these 6 themes. Themes:

1. Who We Are

Inquiry into the nature of the self; beliefs and values; person, physical, mental, social and spiritual health; human relationships including families, friends, communities, and cultures; rights and responsibilities; what it means to be human

2. Where We Are In Place And Time

Inquiry into orientation in place and time; personal histories; homes and journeys; the discoveries, explorations and migrations of humankind; the relationship between and the interconnectedness of individuals and civilizations, from local and global perspectives

3. How We Express Ourselves


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

4. How the World Works

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.

5. How We Organize Ourselves

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

6. Sharing the Planet

Inquiry into rights and responsibilities in the struggle to share finite resources with other people and other living things; communities and the relationship within and between them; access to equal opportunities; peace and conflict resolution.

CONCEPTS

“What do we want our students to understand?”

There are 8 concepts, each of which is of great importance in the design of the disciplinary curriculum and supports the students' inquiries.

Form: What does it look like? How?

Function: How does it work?

Causation: Why?

Change: How is it changing?

Connection: What is the connection between other things?

Perspective: What are the other perspectives?

Responsibility: What is our responsibility?

Reflection: How do we understand?

TRANSDISCIPLINARY SKILLS

“WHAT DO WE WANT OUR STUDENTS TO BE ABLE TO DO?”

During the course of the program, students acquire and implement a range of transdisciplinary skills. These skills are valuable not only for units of inquiry, but also for learning and teaching in the classroom and outside of school life. In all studies, it is aimed that the students develop their skills under thinking, communication, social, research and self-management.

Social Skills

Accepting responsibility: Taking responsibility for completing tasks.

Respecting Others: Respecting the thoughts, feelings and beliefs of others

Cooperating: Working together by being courteous, sharing and taking turns.


Resolving conflict: Accepting responsibility, compromising, being fair.


Group decision-making: Listening to others, discussing ideas, asking questions, and working towards agreement.

Adopting a variety of group roles: Making decisions as part of a group, knowing how to behave in different situations

Research Skills

Formulating questions: Asking questions; being curious about finding out more about





something that can be researched.

Observing: Using all our senses to learn new things; noticing relevant details.

Planning: Figuring out ways to find out necessary information.

Collecting data: Gathering information from different sources.

Recording data: Describing and recording observations by drawing, note taking, making charts, tallying, writing statements.

Organizing data: Sorting and categorizing information data into descriptions, tables, timelines, diagrams or graphs.

Interpreting data: Drawing conclusions from information.

Presenting research findings: Effectively communicating what has been learned; choosing appropriate media.

Thinking Skills

Acquisition of knowledge: Ability to recall facts and vocabulary.

Comprehension: Understanding of what is read or taught.

Application: Using knowledge in new situations.

Analysis: Comparing and contrasting; seeing relationships.

Synthesis: Creating, designing, or inventing.

Evaluation: Expressing and defending an opinion.

Dialectical Thought: Recognizing and understanding reasons for different points of view.

Metacognition: Thinking about how to make good decisions.

Communication Skills

Listening: Listening to directions, listening to others, listening to information.

Speaking: Speaking clearly; expressing ideas clearly and logically; giving oral reports.

Reading: Reading from a variety of sources and understanding what has been read; making **inferences**; and drawing conclusions.

Writing: Recording information and observations; taking notes and paraphrasing; writing reports; writing journal entries.

Viewing: Viewing and interpreting signs, icons, and images in a variety of contexts.


Presenting: Presenting using visuals and appropriate technology.


Non- verbal communication: Recognizing the meaning of visual and kinesthetic communication; recognizing and creating signs; interpreting and using symbols.

Self-Management Skills

Gross motor skills: Using large muscle skills effectively.

Fine motor skills: Using fine muscle skills effectively.





Spatial awareness: Being spatially aware of objects in relation to oneself or each other.

Organization: Planning and carrying out activities effectively.

Time management: Using time effectively and appropriately.

Safety: Avoiding behaviour that puts them or others in danger.

Healthy lifestyle: Practicing appropriate hygiene and self-care; washing hands, using tissue, getting enough rest, making healthy food choices.

Codes of behavior: Following classroom essential agreements.

Informed choices: Making choices based on information or facts.

ATTITUDES

WHAT DO WE EXPECT OUR STUDENTS TO FEEL?

Contributing to the well-being of the individual community, it is very important to focus on the development of personal attitudes towards people, the environment and learning. Attitudes that students are expected to give importance and internalize their behaviors:

Appreciation: Appreciating the wonder and beauty of the world and its people.

Commitment: Being committed to their own learning, persevering and showing self-discipline and responsibility.

Confidence: Feeling confident in their ability as learners, having the courage to take risks, applying what they have learned and making appropriate decisions and choices.

Cooperation: Cooperating, collaborating, and leading or following as the situation demands.

Creation: Being creative and imaginative in their thinking and in their approach to problems and dilemmas.

Curiosity: Being curious about the nature of learning, about the world, its people and cultures.

Empathy: Imagining themselves in another's situation in order to understand his or her reasoning and emotions, so as to be open-minded and reflective about the perspectives of others.


Enthusiasm: Enjoying learning and willingly putting the effort into the process.

Independence: Thinking and acting independently, making their own judgments based on reasoned argument, and being able to defend their judgments.

Integrity: Being honest and demonstrating a considered sense of fairness.

Respect: Respecting themselves, others and the world around them.

Tolerance: Being sensitive about differences and diversity in the world and being responsive to the needs of others.





ACTION

“HOW DO WE EXPECT STUDENTS TO TAKE ACTION?”

PYP expectation is that successful inquiry leads to responsible action by the student at the end of the learning process.

It is aimed that the students take the action cycle by choosing their behavior, implementing the behavior they choose and thinking and evaluating their behavior.

İSTEK KAŞGARLI MAHMUT SCHOOLS AND PRIMARY YEARS PROGRAMME

Our mission as İSTEK Kaşgarlı Mahmut Schools, under the guidance of Atatürk's reforms and principles, is to raise children with universal values; who are respectful to different cultures and are open-minded, are aware of the world problems and caring; they are committed to research and scientific thinking that have the inquiring and knowledgeable mind and are lifelong learners who are productive, cooperative and confident. For this reason, İSTEK Kaşgarlı Mahmut Schools has been an interested school for the 2016-2017 academic year in order to acquire the IB-PYP international program.

On 16 June 2017, our school has become a candidate school. Beginning from the date of acceptance, works have been started to implement the standards and practices determined by the school administration and teachers. In 2017-2018 academic year consultancy visit occurred by the IB consultant. In 2019-2020 academic year, we expect an authorization visit and continue to work towards becoming an IB world school.

İSTEK Kaşgarlı Mahmut Schools is a candidate school* for the Primary Years Programme. This school is pursuing authorization as an IB World School. IB World Schools share a common philosophy –a commitment to high quality, challenging, and international education –that we believe is important for our students.

Only Schools authorized by the IB Organization can offer any of its four academic programmes: the Primary Years Programme (PYP), the Middle Years Programme (MYP), the Diploma Programme (DP), or the Career-related Programme (CP). Candidate Status gives no guarantee that authorization will be granted.

For further information about the IB and its programmes visit <http://www.ibo.org>

REFERENCE:

Making the PYP Happen: “A Curriculum Framework for International Primary Education”, International Baccalaureate Organization, 2007, 2009. www.ibo.org

