PYP IN THE CONTINUUM
GUIDE FOR PARENTS

SEKOLAH CIPUTRA

WELCOME TO THE PYP AT SEKOLAH CIPUTRA

We are excited to welcome you to our school and proud to share the highlights of our programme with you.

In the Primary Years Programme we offer an inquiry-based approach to teaching and learning, focused on educating students for a better world.

If you are interested in information beyond what is offered in this guide, we would be happy to arrange a tour of our facilities and/or a meeting with one of our curriculum leaders. You may also visit our website at

https://www.sekolahciputra.sch.id

Sekolah Ciputra, along with the IB PYP, aims to prepare students 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 understandings, 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 analyze 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.

COURAGEOUS 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 ENHANCED PYP

The central principle of the PYP curriculum framework is agency, which is threaded throughout the three pillars of the curriculum: the learner, learning and teaching and the learning community.

THE LEARNER: describes the outcomes for individual students and the outcomes they seek for themselves (what is learning?)

LEARNING AND TEACHING: articulates the distinctive features of learning and teaching (how best to support learners?)

THE LEARNING COMMUNITY: emphasizes the importance of the social outcomes of learning and the role that IB communities play in achieving these outcomes (who facilitates learning and teaching?)

We believe that teaching "is implicitly transdisciplinary" (Albright, 2016: 532). The multiple elements of the PYP provide for students the foundation to develop transdisciplinary thinking, to explore real-life issues and to effect change. They support the development of "internationally minded people who recognize their common humanity and shared guardianship of the planet" (IBO 2017: 2).

PYP FRAMEWORK

LEARNING THROUGH THE TRANSDISCIPLINARY THEMES

The trans-disciplinary themes mark the starting point of students' inquiries. Questions that relate well with this particular element are:

- what is the theme on which you are working?
- what is it about?
- what do you know about...?
- what did you learn?

THESE SIX THEMES PROVIDE GUIDANCE FOR WHAT STUDENTS WILL INQUIRE INTO.

Who We Are: Personal, Social and Physical Education
Suitable resources: study about self, family, friendship, lifestyle, cultures, rights and responsibilities, etc.

Where We Are in Place and Time: Geography and History;
Suitable resources: country, past civilization, exploration, migration, etc.

How We Express Ourselves: Social studies, Language and Arts
Suitable resources: music, visual arts, story books, celebration, media etc.

How the World Works: Science and Social studies
Suitable resources: plants, animals, natures, natural disaster, ecosystem, energy, invention, earth space, etc.

How We Organize Ourselves: Social Studies
Suitable resources: school, community, workplaces, occupation, government systems, leadership, entrepreneurship/ business, etc.

Sharing the Planet: Science and Social studies
Suitable resources: environmental issues, climate change, global humanity issues, biodiversity, etc.

These trans-disciplinary themes are structured within the school's Programme of Inquiry (the POI) across the different age groups. The POI fosters students' development of subject knowledge, skills, conceptual understandings and dispositions while simultaneously communicating to the learning community that trans-disciplinary inquiries are creative.

INTEGRATING SUBJECTS IN THE CURRICULUM

Supporting the exploration of the transdisciplinary themes in context are six subject knowledge areas: language; mathematics; science; individuals and societies; arts; physical, social and personal education. Through subjects, students learn to appreciate the "ways of knowing"– the modes of thought and communication associated with a subject.

CROSSING BOUNDARIES WITH CONCEPTS

The PYP has identified seven key concepts and multiple related concepts that have significance for both transdisciplinary and subject-specific learning. These broad concepts provide a structure to explore authentic content. The exploration and re-exploration of concepts lead students towards an appreciation of ideas that go beyond disciplinary boundaries, as well as towards a sense of the essence of each subject. Students gradually work towards a deepening of their conceptual understandings as they approach those concepts from a range of perspectives.

Knowledge = FACTS = know
Concepts = BIG IDEAS = understand

Some questions that you may ask your child to check their understanding about the subject she/he is studying:

FORMS
1. What does ..... look like?
2. What are the characteristics of .....?
3. What is ....?
4. How can we describe ....?

FUNCTION
1. How does ..... work?
2. What is the function of ...?
3. How is ... being used by ...?

CAUSATION
1. What has caused ..... ?
2. Why did/does ... happen?
3. What is the reason for ...?

CONNECTIONS
1. How do you make connections between ..... and ..... ?
2. How did ... affect the lives of people?

PERSPECTIVES
1. What do you think about ..... ?
2. Is it right/true or wrong/false ..... ?
3. Do you have your own opinion about ..... ?
4. Why do people have different points of view about ....?

CHANGE
1. How does ..... change?
2. What is the role of .... in shaping society?
3. In what ways does..... differ from place to place and over time?

RESPONSIBILITIES
1. How do you take responsibility for..... ?
2. What is our responsibility towards .....?
3. What things should we do to .....?
4. How can we make sure we .....?

DEVELOPING THE SKILLS AND DISPOSITIONS OF A TRANSDISCIPLINARY LEARNER

Approaches to Learning (ATL) were formerly known as "transdisciplinary skills" in the PYP and are an integral part of an IB education and complement to the learner profile, knowledge, conceptual understanding and inquiry. It is our 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 and the development of cognitive and metacognitive skills and dispositions, encouraging them to see their learning as an active and dynamic process. Together, these ATL's help students think, research, communicate, socialize and manage themselves effectively. The five interrelated approaches to learning are:

Embedded within the ATL's are digital literacy skills that can be an invaluable resource for information gathering or processing, as well as for critical and creative thinking, communication and collaboration. By combining ATL and the attributes of the learner profile, PYP students become self-regulated learners. Self-regulated learners are agents of their own learning. They know how to:

- set learning goals
- ask open-ended questions
- generate motivation and perseverance
- reflect on achievement
- try out different learning processes
- self-assess as they learn
- adjust their learning processes where necessary

THINKING SKILLS

Below are the prompts with some samples of experiences or activities that you can do at home with your children to improve their skills.

THINKING SKILLS

What do you think about ..... ? Do you agree with ..... ?

Sample of activities: working on problem-solving, using some thinking tools and strategies learnt at school to solve their daily life problems, making decisions, creating or designing something, and doing self-reflection regularly.

SOCIAL SKILLS

How do you work with your friends in making the presentation/report/conclusion/etc. about ..... ?

Sample of activities: sharing roles and responsibility with other family members, sharing facilities, taking turns, being involved positively in a discussion.

COMMUNICATION SKILLS

How will you share what you know about ...?

Sample of activities: creating presentation for school work, practising speech with family members to improve public speaking skills, keeping a journal or record of their study, reading a variety of resources (newspaper, Internet articles, non-fiction books, etc).

SELF- MANAGEMENT

Are you being organized when learning about ...?

Sample of activities: doing balanced outdoor (e.g. sports) and indoor (e.g. arts) activity, making a schedule to plan daily activities, practising a healthy lifestyle (balanced nutrition, rest, relaxation, hygiene, self- care), following rules.

RESEARCH SKILLS

What have you found out from the books/articles/news/the internet / etc. ...?

Sample of activities: practising to make good questions, finding information from various resources, taking notes, recording and analyzing data with various graphic organizer or thinking tools (T-chart, Y-chart, PMI, SWOT analysis, thinking hats, thinker keys, etc)

TRANSCENDING LEARNING THROUGH STUDENT ACTION

Action is a means for students to show that they have linked their learning to real-life issues and opportunities, and that they are developing responsible dispositions and behaviours towards social and physical environments and to the community within and beyond school. Through action, students develop a sense of belonging to local and global communities. They understand and recognize the interconnectedness and interdependence of issues, and consider these from multiple perspectives (Oxfam 2015, UNESCO 2015).

TEACHING & LEARNING

Initiated by students, PYP action is authentic, meaningful, mindful, responsible and responsive. Action could be:

- A change in attitude, i.e. show more commitment in finishing the tasks or to always be on-time, etc
- A consideration or plan for action in the future, i.e. setting goals for themselves and show independence and responsibilities in achieving them, etc
- A demonstration of responsibility, or of respect for self, others and the environment, i.e. environmental friendly actions of saving papers, water, electricity, etc
- A commitment to leading or participating in a youth advocacy group, i.e. joining and participating in the Student Council, involving in community service: educating others, promoting positive actions, etc
- An engagement in school decision-making or an expression of support in community, local and global decision-making, i.e. proposing a purposeful fund-rising, proposing ways to provide emotional support and well-being for people at school, etc

CELEBRATING AND DEMONSTRATING TRANS-DISCIPLINARY LEARNING THROUGH THE PYP EXHIBITION

As the culmination of the PYP, students engage in an exhibition, as a way to demonstrate student agency and a reflection on students' capacity to organize and manage their own learning. The exhibition is a student-led inquiry into a subject of interest to them, in which students are required to put their learning repertoire into action, which includes the application of transdisciplinary thinking, knowledge, conceptual understandings, skills and attributes of the learner profile. The result is the development of internationally minded students who can make a positive difference in their own lives and the lives of others.

INQUIRY IN THE PYP

Learning in the PYP is approached with the spirit of inquiry, where students are actively involved in their own learning and taking responsibility for that learning. The transdisciplinary themes and students' interests provide an authentic way for students to inquire, to build connections, to explore and understand the world around them.

Family members can further support student inquiry by:

- Talking about the inquiry being explored in class
- Talking about the value of the inquiry process as well as learning goals
- Encouraging interest and curiosity with learning activities at home
- Encouraging and modelling communication skills
- Browsing online content to support children in developing research skills
- Encouraging children to share their inquiries with extended families or friends
- Conducting open inquiries or building projects together.

ASSESSMENT

How do we assess our students?

- PYP students are assessed at any time in any learning opportunity. The formal assessment may happen during the learning both formative (throughout the learning process) and summative (end of a unit or a course).
- A wide range of assessment strategies, tasks and tools are used to measure student progress.
- Clear and meaningful feedback (formal or informal, depending on the type and purpose of assessment) is provided in a regular and timely manner to students.

How do we document our students' learning?

- Teachers use a range of methods for documentation of students' learning evidence such as video, audio, photographs, graphic representations, written records of students' conversations, comments, explanations.
- PYP at Sekolah Ciputra use a digital platform (Toddle) to record students' learning journey, products and working progress toward their goals.

How do we report our students' learning?

- We share assessment information between teachers, students and parents through 3-way conferences.
- We also have student-led conferences which involve the student and parents; where students take responsibility for their learning by sharing their process with their parents
- Written report - as a summative report for students' learning for parents is distributed every semester.

Who is responsible for assessment?

Assessment reflects teaching and learning, therefore it is student centered. Teachers will facilitate the documentation, recording and reporting. Parents are involved in celebrating and giving feedback on students' learning.

ASSESSMENT

Assessment Timeline

TERM 1	TERM 2	TERM 3	TERM 4
Teacher-Student conferences (ongoing throughout the year) Portfolio updates + ATLs and Learner Profiles attributes tracking (fortnightly)			
Teacher- Students (T-S): • set the first goal for the school year • Revisit the goal **3 ways conference:** • share work samples • set new goals • Understand background of students	**T-S:** revisit the goal **Teachers - Parents:** Written report Next goals Learning support (students at risk identified) **L.P self assessment** included in portfolio	**T-S:** revisit the goal **Students Led Conference:** • Students and parents • Demonstration • Share worksample • Revisit and set new goals (if necessary)	**T-S:** revisit the goal **Written Report** **Teacher Parents (by request)** **Portfolio is archived/ downloaded and pass on to next year**

PARENTS' ROLE:

- Be a role model
- Guide and assist your child
- Facilitate your child's questions and actions
- Encourage active and independent learning
- Give feedback and suggestion(s)

Primary Reference:

PYP Resources - MyIB (close membership site), accessed in May 2022.

A CENTRE OF EXCELLENCE FOR EDUCATION IN INDONESIA

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