

Primary Years Programme (PYP) Handbook 2017-18



STROTHOFF
INTERNATIONAL
SCHOOL
RHEIN-MAIN CAMPUS DREIEICH



**EVERYONE CONTRIBUTES
EVERYONE REFLECTS
EVERYONE GROWS**

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The International Baccalaureate Learner Profile

The IB learner profile represents ten attributes valued by IB World Schools. “We believe these attributes, and others like them, can help individuals and groups become responsible members of local, national and global communities”. (IB, 2013)

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 understanding, 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 analyse 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.

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 wellbeing for ourselves and others. We recognize our interdependence with other people and with the world in which we live.

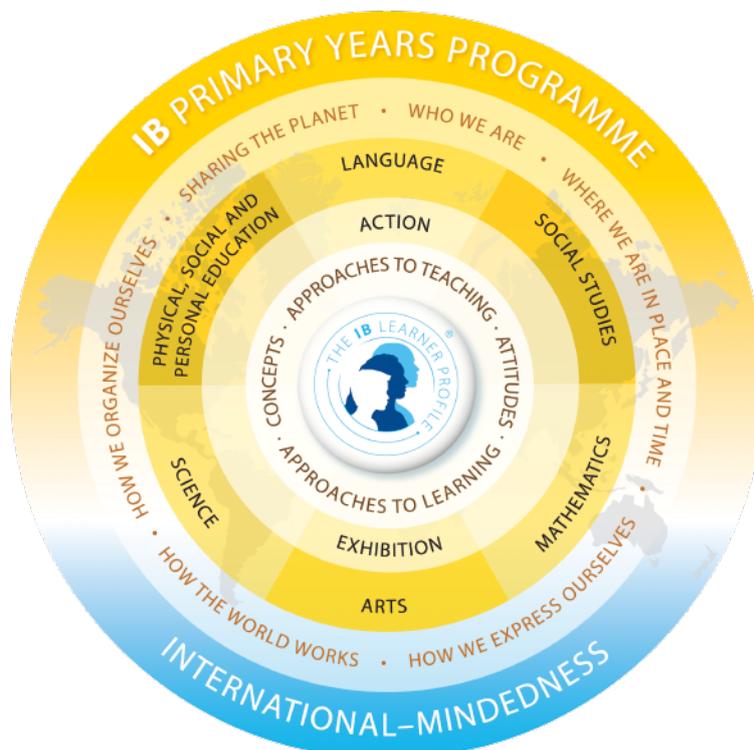
REFLECTION

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 IB Primary Years Programme

The IB Primary Years Programme (PYP) at Strothoff International School is designed for students between the ages of 6-11 years. It encompasses learning not just in the classroom, but also rich experiences in the whole community. The PYP is an international, transdisciplinary programme designed to foster the development of the whole child by addressing students' social, physical, emotional and cultural needs in addition to their academic welfare. Students develop an understanding of important concepts, acquire essential skills and knowledge, develop caring attitudes and learn to take responsible action in their communities. The PYP combines the best research and practice from a range of national systems with a wealth of knowledge and experience from international schools to create a relevant, challenging and engaging educational framework for all children.

The PYP Programme Model



The PYP Programme Curriculum

The International Baccalaureate® (IB) Primary Years Programme (PYP) balances the acquisition of significant and relevant knowledge and skills, the development of conceptual understanding, the formation of personal, positive attitudes and the capacity to take responsible action. In this way, it:

- addresses students' academic needs and their social and emotional well-being
- encourages students to develop independence and to take responsibility for their own learning
- supports students' efforts to gain understanding of the world and to function effectively within it
- helps students to establish personal values as a foundation on which international-mindedness will flourish

The written curriculum is made up of five essential elements and details what students will learn:

- knowledge, which is both disciplinary, represented by traditional subject areas (language, maths, science, social studies, arts, personal social and physical education) and transdisciplinary
- concepts, which students explore through structured inquiry in order to develop coherent, in-depth understanding, and which have relevance both within and beyond subject areas
- skills, which are the broad capabilities students develop and apply during learning and in life beyond the classroom
- attitudes, which contribute to international-mindedness and the wellbeing of individuals and learning communities, and connect directly to the IB learner profile
- action, which is an expectation in the PYP that successful inquiry leads to responsible, thoughtful and appropriate action.

PYP Transdisciplinary Themes of Global Significance

The Programme of Inquiry is structured around six themes, which have been identified by the International Baccalaureate as having significance for students in all cultures.

At every grade level, teaching teams design six-week long units of inquiry for each theme studied. In this way, students revisit the themes often, exploring different aspects and making deeper connections as their conceptual understanding grows. All units are framed around a central idea that is considered to be significant, engaging, relevant and challenging for children at that level. Units are designed to develop research, thinking, social, self-management and communication skills, in addition to skills within traditional subject disciplines. Careful planning by grade level and specialist teachers in collaboration with the PYP coordinator ensures that units are taught in inquiry-based and developmentally appropriate ways, and that meaningful assessment takes place within each unit.

The Six Transdisciplinary Themes

1. 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.

2. 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

3. 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

4. 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.

5. 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

6. 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. Together these themes elicit ideas of local and global significance and reveal concerns that all people share no matter what their backgrounds or where they live.

Literacy

The language of instruction is English, and all students in PYP also study German. Due to our small class sizes and individualised approach, we offer our students an excellent opportunity to develop their English and German language skills. In alignment with PYP philosophy, language skill development is integrated into the transdisciplinary study of the units of inquiry, providing ample opportunities for discussing the central idea with the teacher and peers, as well as reading, writing, presenting and drama. In addition to this, daily literacy lessons focus on specific skills and strategies to develop understanding, accuracy and fluency in the key areas of language (speaking, listening, reading and writing). Teachers assess the students' language regularly and prepare learning experiences to enable all students to make progress appropriate to their current level of skill. To support the learning in class, some home learning is issued weekly and students take German and English readers home on a regular basis.

Numeracy

All children are taught mathematics by their homeroom teachers, and a minimum of five hours a week is timetabled for this. The PYP curriculum at Strothoff International School describes the skills and understandings students will develop in each grade. Learning in mathematics is divided into the following strands: number, measurement, shape/space, pattern/function and data handling. Manipulatives are widely used in maths learning to support students' understanding of the abstract concepts. We firmly believe that students develop strong mathematical understanding when they are required to use maths skills for real-life situations, and for this reason students carry out practical activities and investigations on a regular basis as part of their learning in maths. In line with the transdisciplinary nature of the PYP, maths is integrated into the units of inquiry whenever appropriate, as in the PYP4 business unit, where the students are responsible for market research, buying materials, selling a product and estimating their net profit at the end of the unit. Teachers regularly assess their students in maths to ensure development is appropriate and to help them plan suitable future learning experiences.

student support

English as an Additional Language (EAL)

Many students at our school do not have English as their first language, and the school offers an “English as an Additional Language” programme to support those who are not yet able to fully access mainstream classes. Non-native English speakers are given an English placement test before they join the school and may be allocated to join beginner or intermediate EAL classes, which take place during class literacy times. Our EAL specialists work in close collaboration with all mainstream teachers to ensure a comprehensive approach. They support students with their language development and help them to develop confidence to participate in their mainstream classes.

Teaching and Learning Support (TLS)

The Teaching and Learning Support Team assists students and teachers by identifying mild to moderate learning difficulties such as cognitive and learning difficulties, sensory and physical difficulties as well as communication and interaction difficulties. Depending on the students’ level of need, they may receive in-class support from a member of the team, or they may participate in small-group learning outside their classroom with a member of the team.

Assessment

Assessment in the PYP takes place on a regular basis and may be formative, where the teacher assesses what students already know about a concept, or summative, where the teacher assesses what the students have learned during a unit of inquiry. Teachers use the assessment data to find out whether further teaching is needed to ensure understanding of a concept, as well as to ensure that students are reaching the expected standard for the grade level.

Reporting

The school values open and ongoing communication with parents as a vital part of the home-school educational partnership, and we encourage parents to make an appointment to speak to teacher if they have any questions or concerns. The school issues student progress reports to parents four times during the school year. Interim reports are a one-page overview of student progress and are issued in November and April. Semester reports contain more detailed information about student progress in each subject area and are issued in January and June. We also hold regular Parent-Teacher Consultations during the school year, as well as our student-led celebration of learning at the end of the school year, when the students share their learning with parents via their portfolios.

For further information about the PYP Programme please contact:

Penny Southgate

PYP Principal

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What else we have to offer:

- Two libraries with over 20000 books
- Art/ceramic studio with a wide range of media including a kiln
- A gymnasium and sport field in cooperation with local sport clubs
- Two music rooms equipped with over 100 instruments
- Fully-equipped science laboratories
- Access to a wide range of technology
- Bistro with healthy and nutritional food
- Tailored bus service
- Huge range of after school activities

Request information or make an appointment

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