

SCOTCH  
COLLEGE



# International Baccalaureate

Primary Years Programme

*A guide for parents*







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## From the Headmaster

It is my pleasure to welcome you to the International Baccalaureate Primary Years Programme (IB PYP) at Scotch College. In 2001, the School made one of the most significant and far-reaching decisions in its proud history to implement the PYP. The process of reform and reflection upon our teaching and learning as a result of this decision has been embraced enthusiastically by staff and the College Council. The PYP, for students at Scotch in Years 1 to 5, focuses on the development of the whole child, in the classroom and also in the world outside. It offers a framework that meets children's needs: academic, social, physical, emotional and cultural.



At the heart of the PYP is a belief in process-oriented guided inquiry where students' questions are valued. Skills are then taught in the context of finding answers to these questions. The PYP is based on many of the modern understandings about education – constructivism (building from the known), student-centred learning, accommodating different learning styles, multiple intelligences, and involving students in assessment processes. These understandings are enriched by a focus on internationalism. In practical terms, teachers and students are guided by a series of basic questions as they design units for exploration and study: Who are we? Where are we in place and time? How do we express ourselves? How does the world work? How do we organise ourselves? How should we share our planet? This approach is intended to elicit ideas of global significance that affect all people; an approach that will help students see their place in the larger world.

We look forward to answering any questions you may have about the International Baccalaureate and to your participation in this exciting programme for the boys at Scotch College.

**Revd A P Syme**  
**Headmaster**



## The International Baccalaureate Organisation

The International Baccalaureate Organisation (IBO) is a non profit educational foundation based in Geneva, Switzerland. It offers schools three programmes:

- The Diploma Programme for students in the final two years of secondary school.
- The Middle Years Programme for students aged 11 to 16.
- The Primary Years Programme for students aged 3 to 12.

Today 2601 schools in 134 countries are part of the IB Organisation (April 2009). This number continues to grow with significant development in the Asia Pacific region.

### IBO Mission Statement

The International Baccalaureate Organisation 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 IBO works with schools, governments and international organisations 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 Primary Years Programme at Scotch College

1. The PYP curriculum and philosophy has strong links to the WA Curriculum Framework.
2. The PYP has a focus on outcome-based education and the inquiry process.
3. The PYP encourages integration across curriculum areas.
4. The PYP aims to develop students who grasp the concept of internationalism.
5. The PYP offers a balanced curriculum across six transdisciplinary themes.
6. The IB provides a learner profile describing the qualities of students who demonstrate intercultural understanding and the acceptance of others.
7. The PYP establishes an internationally recognised standard as the basis for curriculum design and presentation.
8. Through the authorisation and evaluation process the school's program and teaching methodologies are audited against internationally established benchmarks.
9. The PYP serves as an excellent introduction to the Middle Years Programme, but it is not a prerequisite for this or for the Diploma Programme.



# The Primary Years Programme

The Primary Years Programme (PYP), for students aged 3 to 12, focuses on the development of the whole child, in the classroom and also in the world outside.

At the heart of the PYP is a commitment to structured inquiry as a vehicle for learning:

- Six organising themes help teachers and children explore knowledge in the broadest sense of the word.
- Teachers and students use key questions that are concept-based to structure the units of inquiry.
- They acquire and apply transdisciplinary skills while developing an understanding of these important concepts.

## The PYP Curriculum

At the centre of the PYP curriculum are five essential elements: knowledge, concepts, skills, attitudes, and action. The aim of the program is to help students acquire a holistic understanding of six main themes, shown on the outside of the curriculum model, through the interrelatedness of these essential elements.



**The PYP Structure**



## Knowledge

The PYP identifies a body of knowledge for all students in all cultures, in six subject areas:

- 1 Languages
- 2 Social Studies (Society & Environment)
- 3 Mathematics
- 4 Science & Technology
- 5 The Arts
- 6 Personal, Social & Physical Education

In the spirit of internationalism students are required to learn a second language in addition to the language of instruction of the school. At Scotch College children learn French from Year 1 upwards.

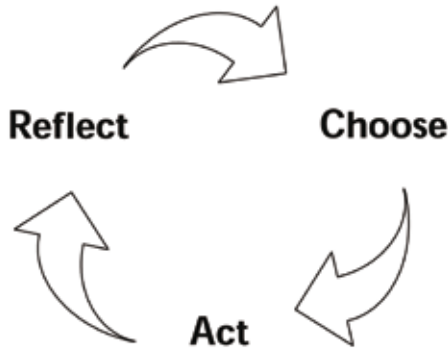
## Concepts

There are eight key concepts that drive the curriculum. These are: form (What is it like?); function (How does it work?); change (How is it changing?); causation (Why is it like it is?); connection (How is it connected to other things?); perspective (What are the points of view?); responsibility (What is our responsibility?); reflection (How do we know?).

These concepts are important for two reasons:

1. They provide consistency between PYP schools, in which students are working towards an understanding of these concepts.
2. They have relevance in all the traditional subject domains and influence the planning and delivery of the entire program. Expressed as open-ended questions, these concepts provide the initial momentum and the underlying structure for the exploration of the content of the whole programme.

## Action



The PYP proposes that international education must extend beyond intellectual attainment to include not only responsible attitudes, but also thoughtful and appropriate action. Internationally-minded schools can and should meet the challenge of offering all learners the opportunity and power to choose their actions, to act and to reflect on these actions in order to make a difference in and to the world.

## Attitudes

The PYP believes that the development of positive attitudes towards people, towards the environment and towards learning is essential in making an internationally-minded person. We want our students to be tolerant, creative, appreciative, committed, confident, respectful, independent, cooperative, curious and enthusiastic, while having integrity and empathy. These attitudes are addressed consciously and explicitly, and are considered when we design teaching, learning and assessment strategies.

## Transdisciplinary Skills

The search for understanding is central to the beliefs of the PYP. The construction of meaning and, therefore, understanding is complemented by the boys' acquiring and applying a range of skills. These include skills which transcend the individual disciplines: communication skills, self-management skills, research skills, thinking skills and social skills.

# The IB Learner Profile

At Scotch it is our aim to develop internationally-minded people who, recognising their common humanity and shared guardianship of the planet, help to create a better and more peaceful world. IB learners strive to be:

<b>Inquirers</b>	Their natural curiosity has been nurtured. They ask questions, show curiosity and enjoy investigating.
<b>Thinkers</b>	They exercise initiative in applying thinking skills critically and creatively to make sound decisions and solve complex problems.
<b>Communicators</b>	They receive and express ideas and information confidently in more than one language. They exchange feelings and thoughts.
<b>Principled</b>	They have a sound grasp of the principles of moral reasoning. They have integrity, honesty and a sense of fairness and justice.
<b>Caring</b>	They show sensitivity towards the needs and feelings of others and have a sense of personal commitment to action and service.
<b>Open-minded</b>	They respect the views, values and traditions of other individuals and cultures, and seek and consider a range of points of view.
<b>Balanced</b>	They understand the importance of physical and mental balance and personal well-being.
<b>Reflective</b>	They think about what they do and say, they think about their learning and can give and receive constructive criticism.
<b>Risk-takers</b>	They approach unfamiliar situations without anxiety and have confidence and independence to explore new roles and ideas.
<b>Knowledgeable</b>	They acquire significant concepts and knowledge about themselves, others and the world around them.

The attributes of the learner profile are a set of values that infuse all elements of the IBO Programmes. These ideals provide a long-term vision of education that can inspire and motivate, and are central to the definition of what it means to be internationally-minded. The learner profile is not intended to be a profile of the perfect student. Rather, it places the learner at the centre of the programme and focuses attention on the processes and outcomes of learning.

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