

**IB-PYP**  
International  
Baccalaureate (IB)  
Primary Years  
Programme (PYP)  
03-12 year olds



**Your child's gateway to  
guaranteed future success!**

DID YOU  
**KNOW**



# Benefits of IB PYP for my child.

More instructional time for basic skills through cross curricular connections.

A student led environment wherein students are responsible for their learning. (Key Concepts).

Implementation of Alberta Curriculum using IB PYP scientifically proven and effective strategies. (universal Strategies).

Instilling high values through IB learner's profile and an Islamic lens. (IB learner's Profile).

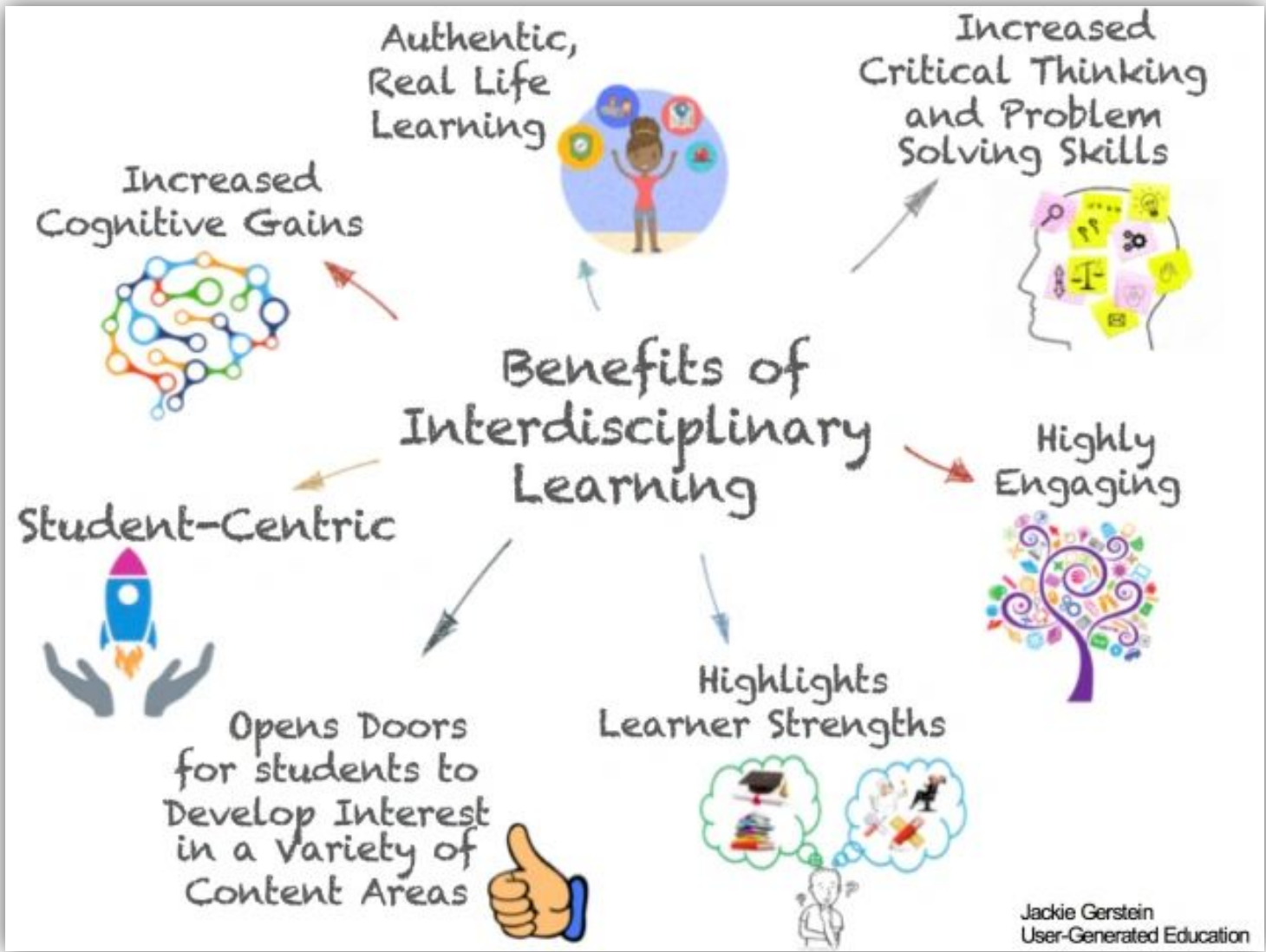
More Inclusive classroom wherein there are differentiated instructions and different modes of assessments.

## Some differences between traditional teaching and the PYP

Traditional Classroom	PYP classroom
Curriculum begins with parts of the whole. Emphasizes basic skills.	Curriculum emphasizes big concepts, beginning with the whole and expanding to include parts.
Strict adherence to fixed curriculum is highly valued	Pursuit of student questions and interests is valued
Materials are primarily textbooks and workbooks	Materials include primary sources and manipulatives
Learning is based on repetition	Learning is interactive, building on what the student already knows
Teachers disseminate information to students; students are recipients of knowledge	Teachers have a dialogue with students, helping students construct their own knowledge
Teacher's role is directive, rooted in authority	Teacher's role is interactive, rooted in leadership
Assessment is through testing, correct answers	Assessment includes student work, observation, points of view, as well as tests. <b>Process is as important as product.</b>
Knowledge is seen as inert	Knowledge is seen as dynamic, ever changing with our experiences
Students work primarily alone	Students work primarily in groups

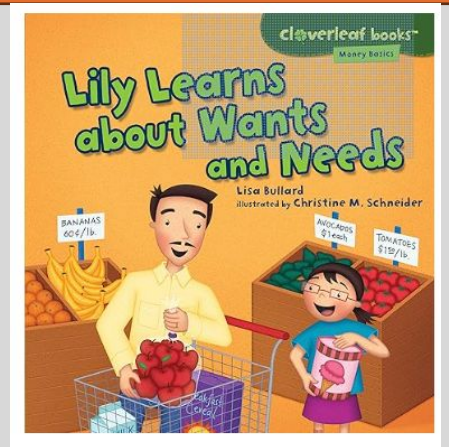


**More instructional time for basic skills through cross curricular connections.**

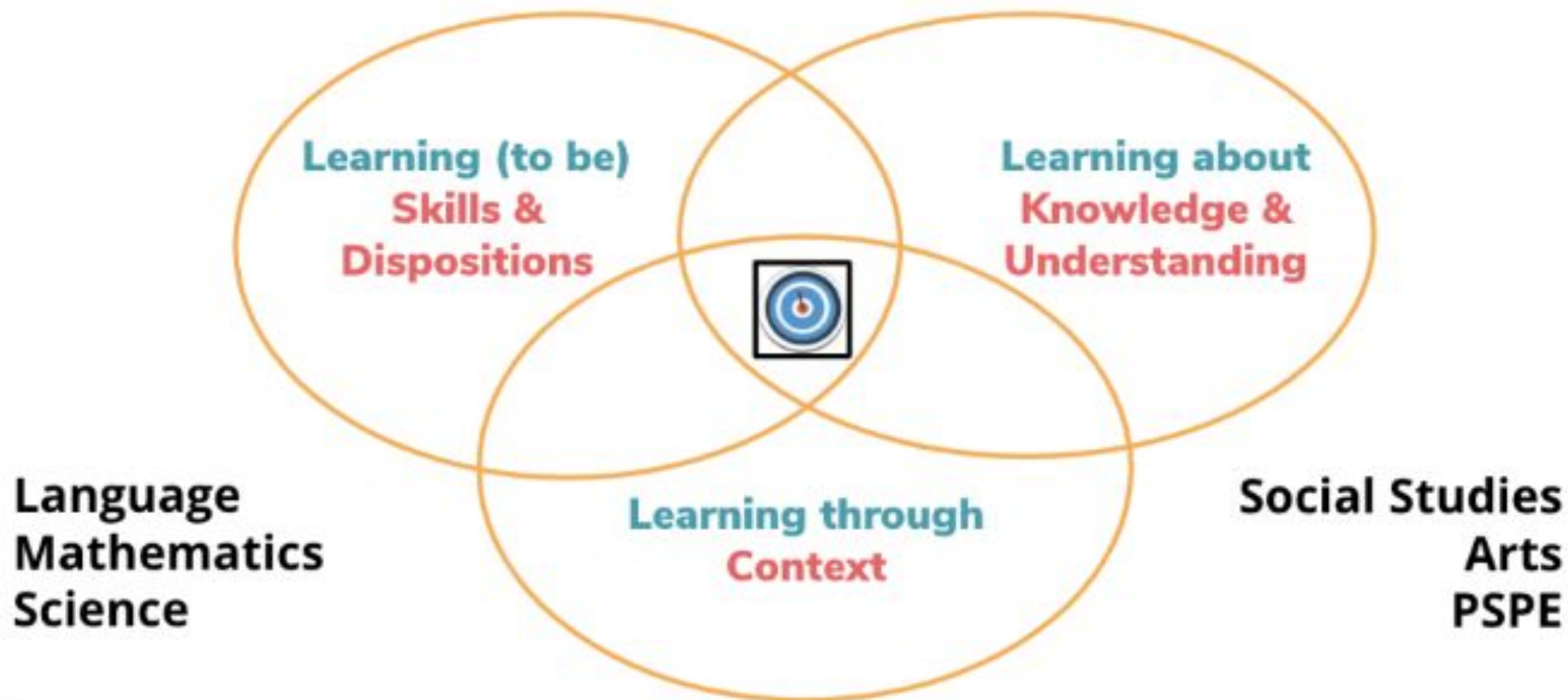


## CROSS-CURRICULAR CONNECTIONS

Students learn math and ELA in isolation. Then, these concepts are reinforced in Units of inquiry (Science and Social Studies) For example: Reading a book about wants and needs to understand the concept in depth.



## A Model for Disciplinary and Transdisciplinary Planning



Source (Halliday, 1985)

(Mills et al, 2004)

# Learning & Teaching of Core Subjects

## Role of the subjects

- Tools for learning and living
  - Language, mathematics, science and social studies skills
- Knowledge
  - Means through which we reach enduring understandings and concepts
- Transdisciplinary themes
  - Subject focus

# Learning & Teaching of Core Subjects



Language in the PYP

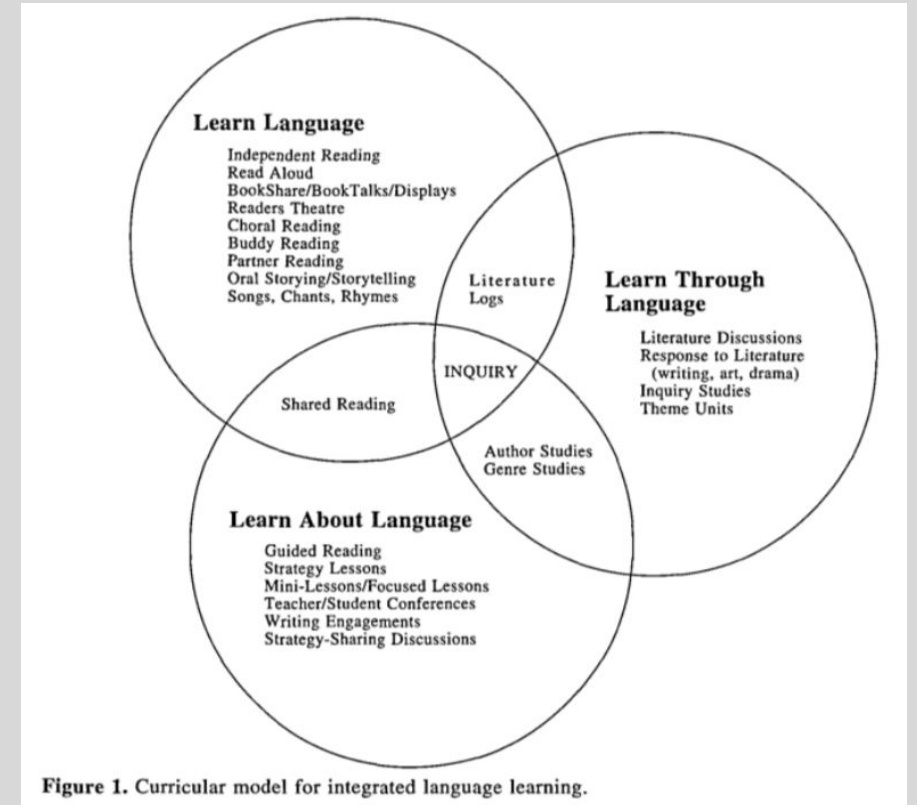
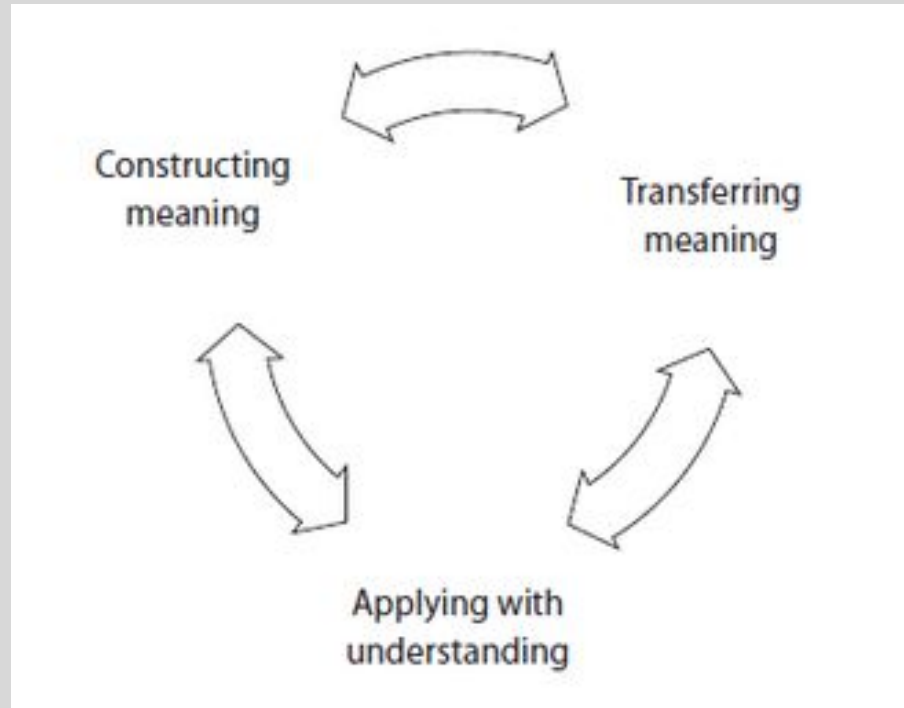


Figure 1. Curricular model for integrated language learning.



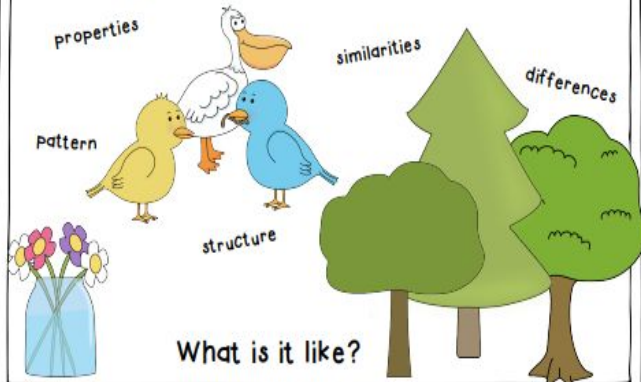
# Learning & Teaching of Core Subjects

Mathematics in the PYP



## FORM

The understanding that everything has a form with recognizable features that can be observed, identified, described, and categorized.



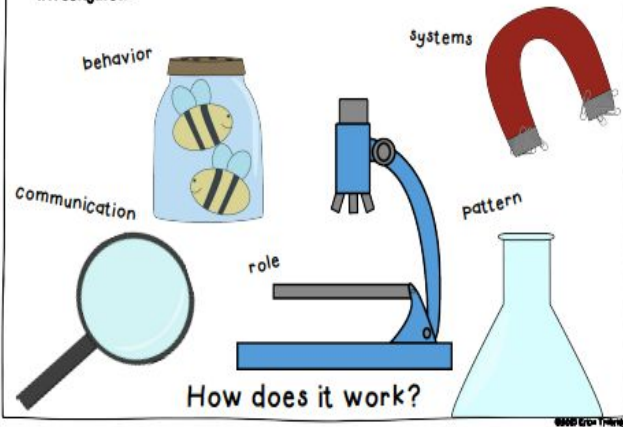
## CAUSATION

Things do not just happen, there are causal relationships at work, and actions have consequences.



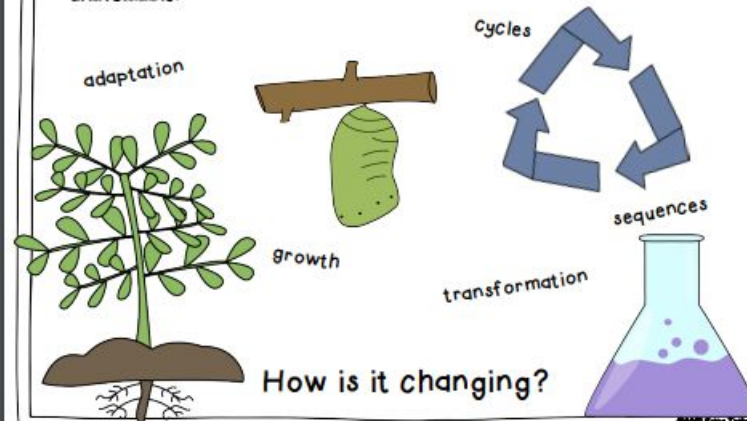
## FUNCTION

Everything has a purpose, a role, or a way of behaving that can be investigated.



## CHANGE

Change is the process of movement from one state to another, and it is unavoidable.



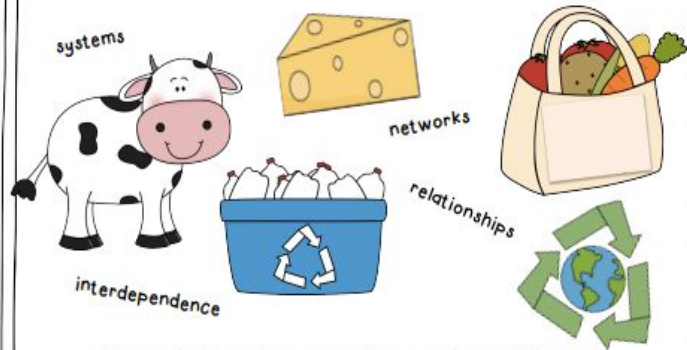
# KEY CONCEPTS

Key concepts when instilled in younger years empower students to learn about how to learn. Students learn to have a broader perspective. This is the unique & most important aspect and power of the IB PYP.

**A student led environment wherein students are responsible for their own learning. (Key Concepts).**

## CONNECTION

We live in a world of interacting systems in which the actions of any individual element affect others.



How is it connected to other things?

## RESPONSIBILITY

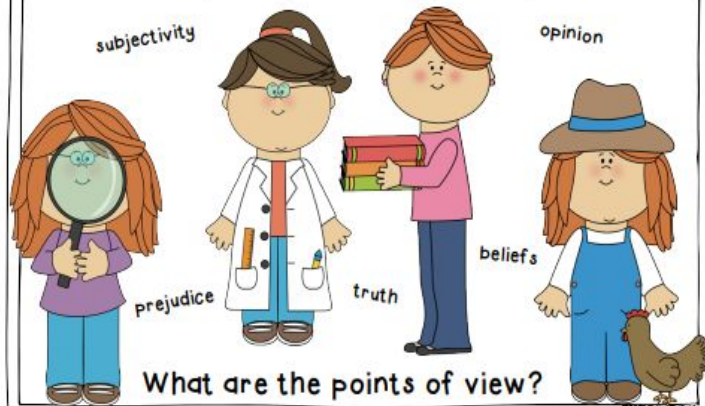
People make choices based on their understandings, and the actions they take as a result do make a difference.



What is our responsibility?

## PERSPECTIVE

Knowledge is influenced by perspectives. Different perspectives lead to different interpretations, understandings, and findings.



What are the points of view?

## REFLECTION

There are different ways of knowing, and it is important to reflect on our conclusions, to consider methods of reasoning, and the quality and the reliability of the evidence we have considered.



How do we know?

## KEY CONCEPTS

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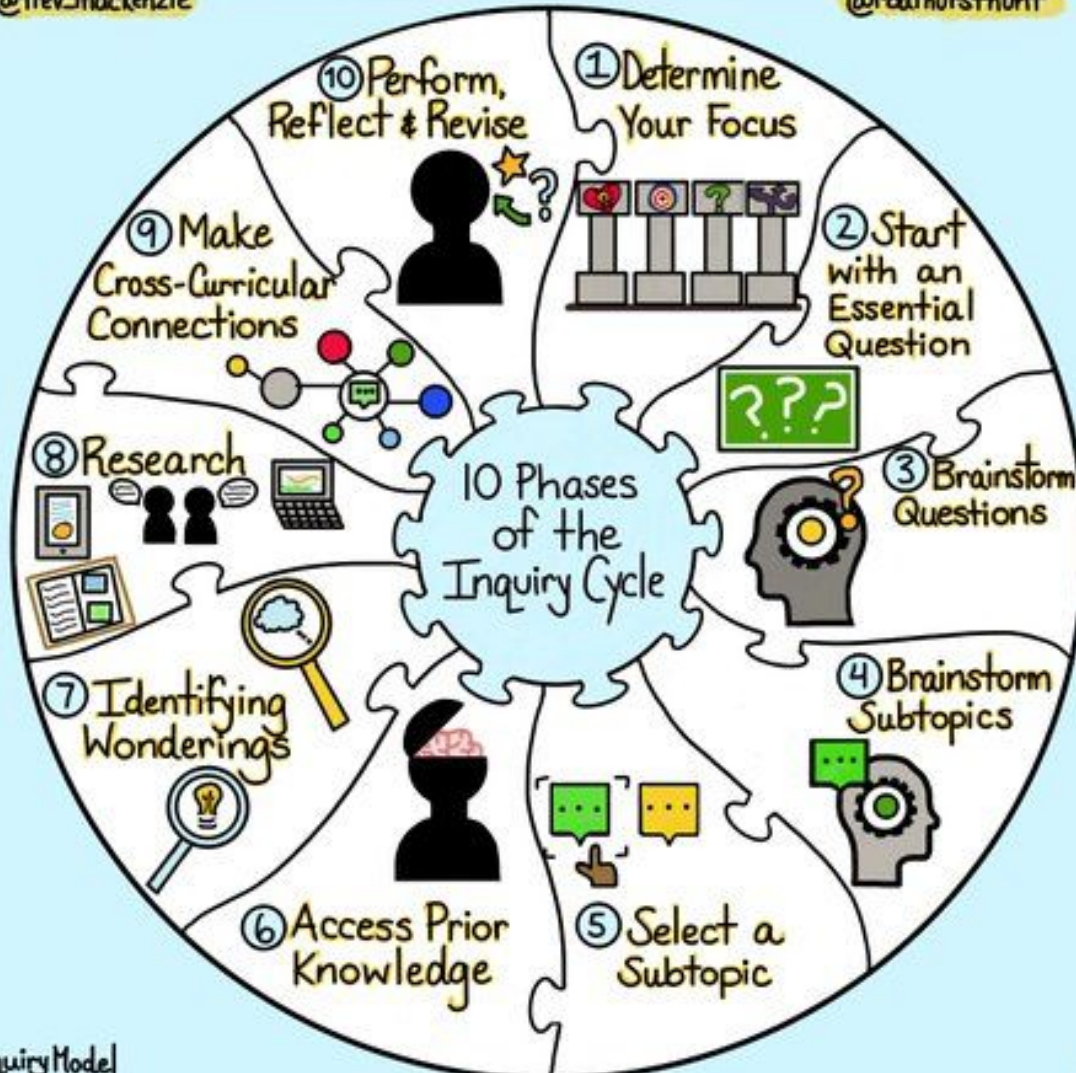
**A student led environment wherein students are responsible for their own learning. (Key Concepts).**



# The Inquiry Cycle

@trev\_mackenzie

@rbathursthurt



Inspired by: Alberta Inquiry Model

#InquiryMindset

## Inquiry Process

Inquiry-based teaching encourages students to explore, ask questions, and engage deeply with concepts, fostering critical thinking and problem-solving skills.

It empowers learners to take ownership of their learning by investigating real-world issues, promoting curiosity and a deeper understanding of the subject matter.





"It's about inspiring your students' **curiosity**, providing them with the skills to go and create their own knowledge."

# KNOWLEDGE

## TRANSDISCIPLINARY THEMES

Who We Are

Where We Are in Place and Time

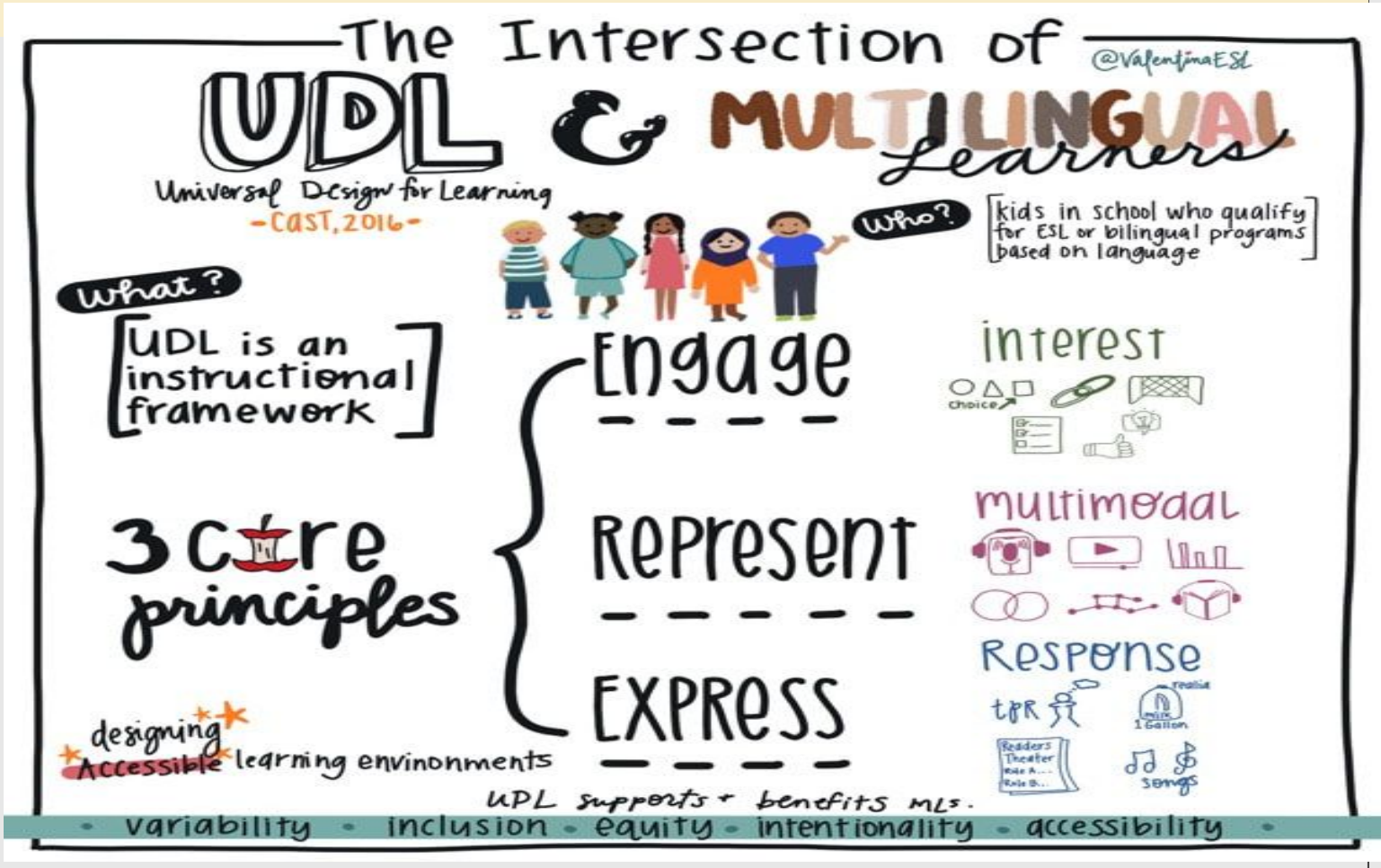
How We Express Ourselves

How the World Works

How We Organise Ourselves

Sharing the Planet

Implementation of Alberta Curriculum using IB PYP scientifically proven and effective strategies. (Universal Strategies).





# IB Learner Profile Attributes

Instilling high values through IB learner profile & an Islamic lens.

**Thinker**  
We think great ideas through and make sensible decisions.  
When were you a thinker?

**Principled**  
We act with integrity and honesty and are always fair.  
When were you principled?

**Open-minded**  
We understand that we are all different and grow from new experiences.  
When were you open-minded?

**Knowledgeable**  
We seek and share ideas, information and experiences to understand our changing world.  
When were you knowledgeable?

**Inquirer**  
We ask questions, research ideas and try to be independent.  
When were you an inquirer?

**Risk Taker**  
We believe in ourselves and look at new ideas with enthusiasm.  
When were you a risk taker?

**Reflective**  
We understand our strengths and weaknesses and decide how best to move forward.  
When were you reflective?

**Balanced**  
We take good care of our minds and bodies to be happy and healthy.  
When were you balanced?

**Caring**  
We are friendly, kind and thoughtful towards everyone and everything.  
When were you caring?

**Communicator**  
We use different languages to express ideas and listen to others.  
When were you a communicator?

Match with the PYP sticky notes!



How will learning about communities help me become a better Muslim?

## Think Pair Share



- Choose your community and your **community**.

- Choose your community and your **friends**.

يَا أَيُّهَا النَّاسُ إِنَّا خَلَقْنَاكُمْ مِنْ ذَكَرٍ وَأُنْثَىٰ وَجَعَلْنَاكُمْ شُعُوبًا وَقَبَائِلَ لِتَعَارَفُوا إِنَّ أَكْرَمَكُمْ

عِنْدَ اللَّهِ أَتْقَاكُمْ إِنَّ اللَّهَ عَلِيمٌ خَبِيرٌ ﴿١٣﴾



O humanity! Indeed, We created you from a male and a female, and made you into peoples and tribes so that you may 'get to' know one another. Surely the most noble of you in the sight of Allah is the most righteous among you. Allah is truly All-Knowing, All-Aware.

al-Hujurat 49:13





How will learning about wants and needs help me become a better Muslim?

## Think Pair Share



- Choose how to spend money wisely.

- Choose how to set our priorities in life.
- Give charity and zakat.

### Surah Al-Isra Ayat 29

وَلَا تَجْعَلْ يَدَكَ مَغْلُولَةً إِلَىٰ عُنُقِكَ وَلَا تَبْسُطْهَا  
كُلَّ الْبَسْطِ فَتَقْعُدَ مَلُومًا مَّحْسُورًا

*Wa laa taj'al yadaka maghloolatan ilaa 'unuqika wa laa tabsut haa kullal basti fataq'uda maloomam mahsooraa*

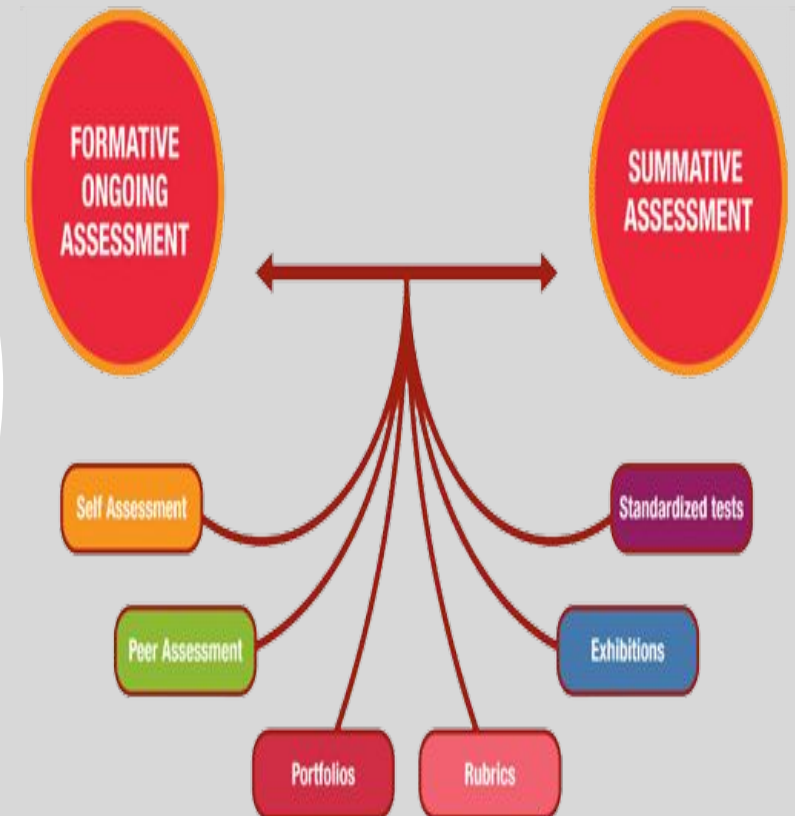
And do not make your hand [as] chained to your neck or extend it completely and [thereby] become blamed and insolvent.

# More Inclusive classroom wherein there are differentiated instructions and different modes of assessments.

## Inclusive Classroom

## Differentiated Instructions

## Modes of Assessments



# ASSESSMENT IN THE PYP



## Knowledge

- Facts/information
- Topics
- Disciplinary ideas/skills



## Conceptual understandings

- Big/main ideas
- Lasting information
- How ideas connect

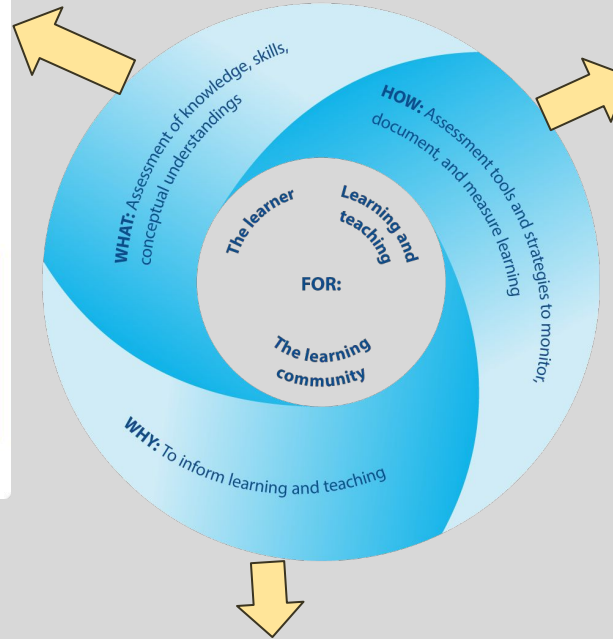


## Skills

- Strategies
- Processes
- ATL/ Learner profile\*

In the PYP, we are responsible for **developing ongoing assessment** to measure what students know, understand, and can do at various points in an inquiry. Our goal is to measure **current understanding and document progress** towards goals we have set connected to these success criteria.

*\*The learner profile should not be "graded", however progress and growth should be monitored*



## Moving away from...

- Big, teacher led summative assessments
- Feedback at the end of units
- Focus on final product/production



## Moving towards...

- Consistent check ins on where students are at and where they are going, connected to success criteria
- Documenting and celebrating the learning journey



## Assessment Strategies and Tools

Assessment Tools	Rubrics	Exemplars	Checklists	Anecdotal Records	Continuums
Observations	✓		✓	✓	✓
Performance Assessments	✓	✓		✓	✓
Process-focused assessments	✓		✓	✓	✓
Selected Responses		✓	✓		✓
Open-ended tasks	✓	✓		✓	✓



### Families

To partner with families and form shared goals



### Schools

To make school-wide decisions surrounding resources and curriculum



### Teachers

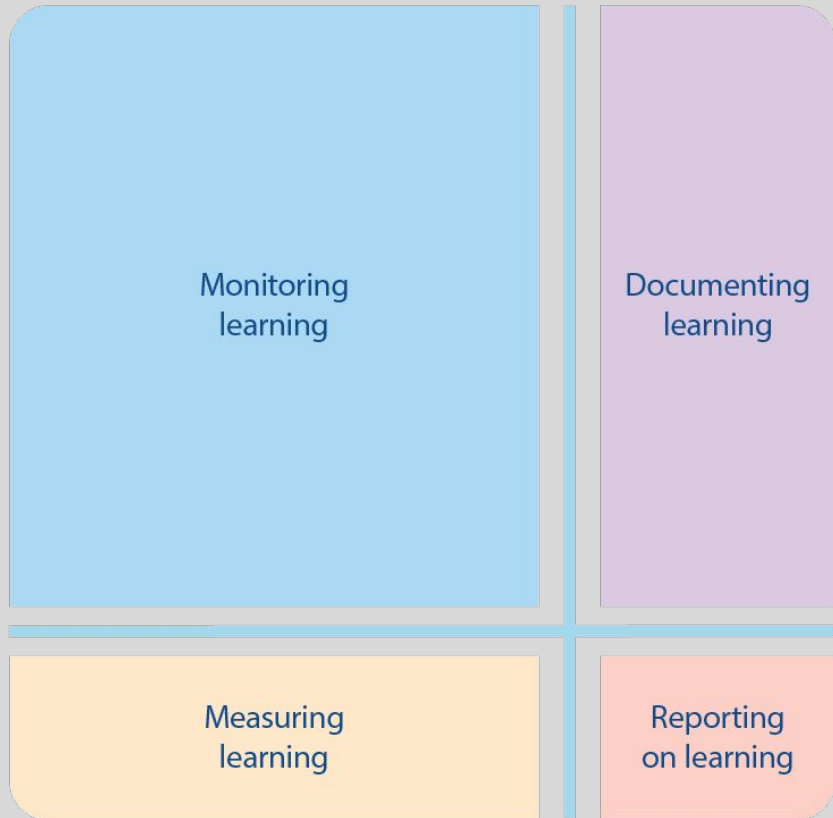
To be responsive in our lesson planning and teaching



### Students

For feedback, reflection and goal setting

# Assessment



## Assessment Overview

- **Monitoring Learning:** Focuses on **daily progress tracking** through observation, questioning, reflection, and peer/teacher discussions. **Tools** include open-ended tasks, oral/written assessments, and learning portfolios. Feedback is used to guide next steps in learning.
- **Documenting Learning:** Involves compiling **evidence of learning** using physical or digital media. Examples include learning logs, stories, portfolios, checklists, and rubrics. Documentation helps students revisit goals and reflect on their progress.
- **Measuring Learning:** Captures **student achievements at specific moments** using tools like tests and rubrics. Data is analyzed collaboratively to identify learning trends and guide decisions.
- **Reporting Learning:** Provides clear, **actionable information** on student progress, helping parents and the school community understand achievements and areas for growth.



# Reporting structure and scale

Reporting will take place **three times a year**, at the end of each term. This will provide a comprehensive overview of student progress, achievements, and areas for improvement, ensuring parents and students stay informed throughout the academic year.

Performance Standards			
Grade D: Beginning	Grade C: Developing	Grade B: Applying	Grade A: Extending
The student is beginning to acquire knowledge, skills, strategies and processes.	The student is able to apply knowledge, skills, strategies and processes	The student is able to apply the knowledge, skills, strategies and processes consistently	The student is excelling at applying the knowledge, skills, strategies and processes creatively and strategically



## **PYP POLICIES @ AL MUSTAFA ACADEMY**

- **Language Policy**
- **Assessment Policy**
- **Academic Integrity Policy**
- **Access & Inclusion Policy**

# Examples of IB Implementation



Using concrete manipulatives to deduct mathematical concepts.



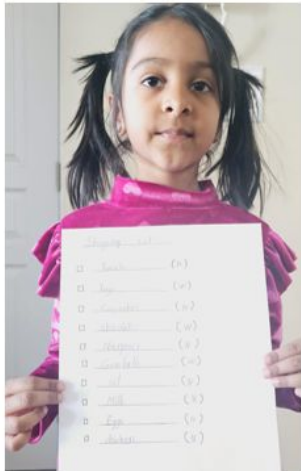
# Examples of IB Implementation



Students are making their own narrative writing using different concrete manipulatives.

# Examples of IB Implementation

Now we will try to make our own definition/ meaning of wants and needs?



Do you think Mehnaz's shopping list is organized according to wants and needs?

Making real world connections to make learning engaging and relevant.

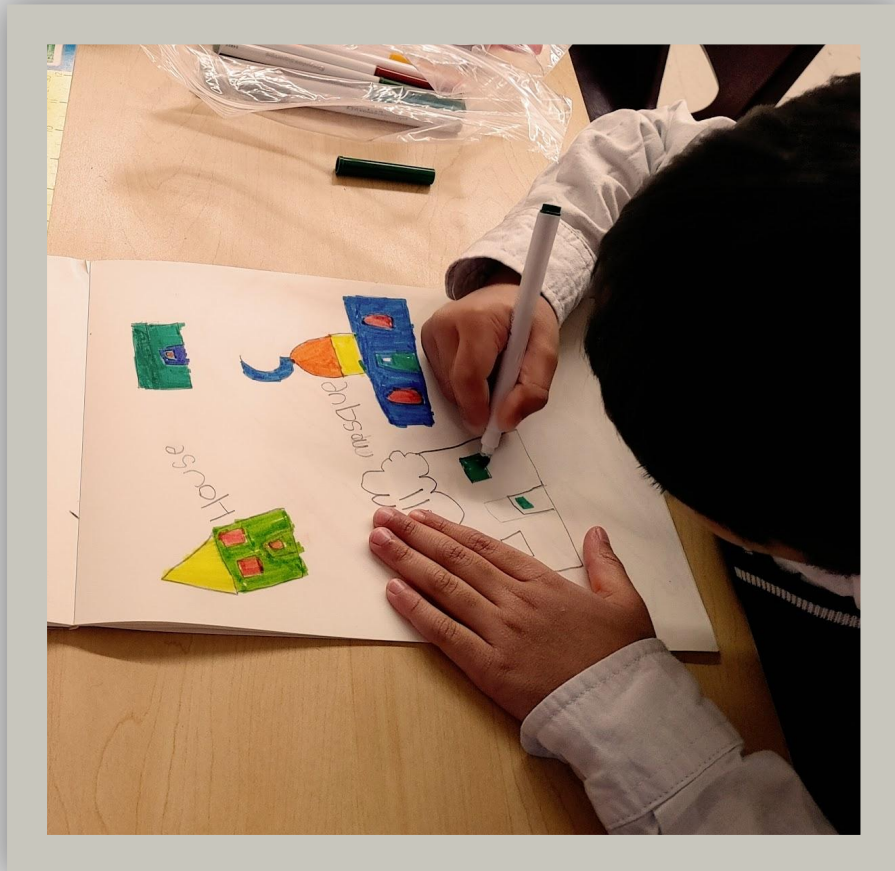
# Examples of IB Implementation



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# Examples of IB Implementation



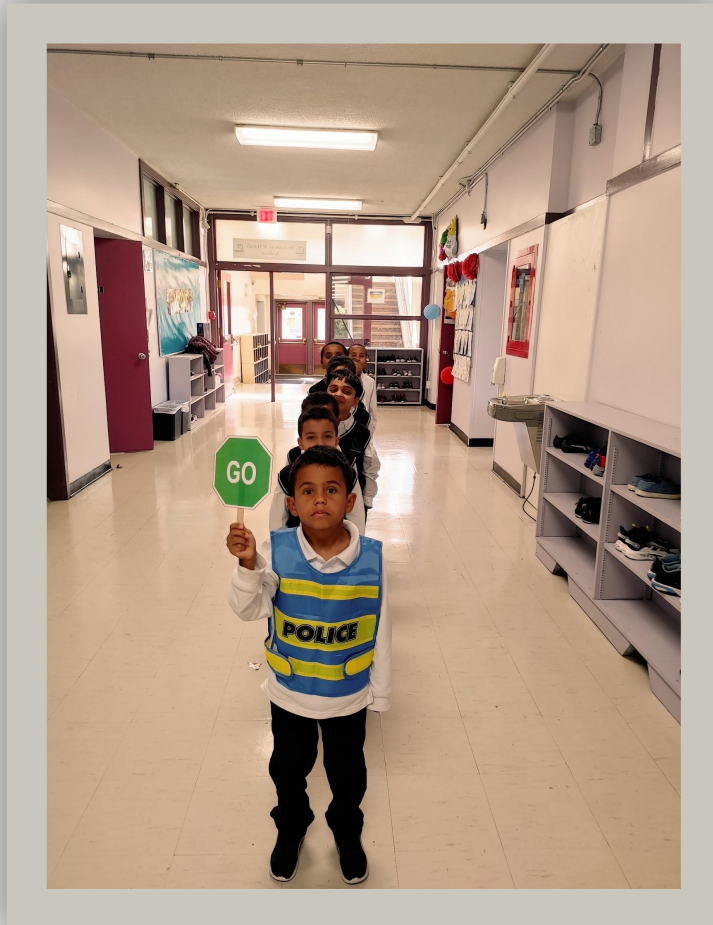
Different modes  
of assessments  
to make learning  
more accessible.

# Examples of IB Implementation



Different modes  
of assessments  
to make learning  
more accessible.

# Examples of IB Implementation



Learning to count  
outside the  
classroom.



# Examples of IB Implementation



Learning through  
play and peer  
interaction.

# Role of parents

