Introduction to the PYP @ ISB

International School of Busan

Students come to the International School of Busan from all around the world. We have close to 40 nationalities represented at the school and our students speak a wide range of languages in addition to English.

Our teachers also come from all around the world. Currently in the Elementary School we have certified teachers from countries including Australia, USA, Canada, New Zealand, England, Romania, Taiwan and Korea.

ISB is an authorized IB World School. We offer the Primary Years Program (PYP), the Middle Years Program (MYP) and the Diploma Program (DP). ISB has been authorized to teach the PYP since 2009.

ISB Vision and Mission

Vision Statement
Our students will develop and pursue their passions, be successful and contribute to a positive global future.

Mission Statement
We are a diverse, supportive and dynamic international school that inspires and challenges students to explore, discover and thrive in the global community to which we belong.
ISB and all IB schools around the globe work directly with IB through the following:

1. **Development of Curriculum** - IB provides a curricular framework that ensures ISB offers a learning environment that is engaging, relevant, challenging and significant.

2. **Provision of Professional Development** - ISB ensures that our teaching staff is IB-trained. Trainings may come in the form of in-school workshops, regional workshops, IB publications and networking with other PYP schools.

3. **Authorization and Evaluation of Schools** - After a school is authorized, IB ensures that the same rigorous standards are maintained through periodic evaluation visits and review.
10 Reasons
why the IB Primary Years Programme (PYP) is ideal for students to become active, lifelong learners

1. It encourages students to inquire
   The PYP fosters natural curiosity and learning in creative, supportive and collaborative environments.

2. Understanding a complex and interdependent world
   PYP students create meaning for themselves and build understanding through exploring real-world issues.

3. PYP students are confident communicators
   PYP students learn to communicate in a variety of ways and in more than one language.

4. Learning how to learn
   PYP students work collaboratively with teachers and other students to plan, present and assess their own learning.

5. It encourages international-mindedness
   Collaboration and understanding of their own and other cultures are an important focus of the PYP — students learn how to be respectful and open-minded.

6. Seeing things from different perspectives
   PYP students use critical and creative thinking to develop knowledge, understanding and skills within and across subject areas.

7. Students take action
   PYP students believe they are able to grow and succeed. They make appropriate choices and take responsibility for their actions.

8. Thinking about issues
   Creative learning gives students the agility and imagination to respond to new and unexpected challenges and opportunities in an increasingly globalized and uncertain world.

9. It involves the whole school learning community
   Together we celebrate our common humanity and the belief that education can help to build a better and more peaceful world.

10. Caring and responsible citizens
    Students can express ideas and opinions, and they can propose solutions that make a difference in their lives and the lives of others.

Based on IB research. www.ibo.org/research

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At ISB we believe:

• Students are to be at the center of all that we do.

• Education is the shared responsibility of our entire community.

• In being an independent non-denominational international family school.

• In being unified and respectful in our diversity.

• In providing the very best inquiry-based, relevant, and experiential education for each student.

• Students are to give back through community service.

Our Approach to Teaching

How do we teach so that our students become “inquiring, knowledgeable and caring young people who help to create a better and more peaceful world?”

Our approaches:

• Student-centered
• Teach through concepts
• Teach through inquiry
• Put learning into context, both local and global
• Differentiate the learning experiences
• Create a community of learners
• Develop independent, lifelong-learners
• Informed by assessment
Primary Years Program (PYP)

At ISB, students will develop their academic, social and emotional wellbeing, focusing on international-mindedness and strong personal values. The PYP nurtures independent learning skills, encouraging every student to take responsibility for their learning. [www.ibo.org](http://www.ibo.org)

- Knowledge and skills are derived from six subject areas

- Students learn via Units of Inquiry that explore local and global issues and opportunities in real-life contexts.

- The PYP curriculum is transdisciplinary, meaning that it focuses on issues that go across subject areas. Students are able to step beyond the learning within subject areas.

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The IB Mission

The International Baccalaureate 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 organization works with schools, governments and international organizations 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.
Subject Areas

There are six subject areas that comprise the knowledge element of the PYP: Languages, Social Studies, Mathematics, Science, Arts, and Personal, Social and Physical Education.

Language
Language (English)
The teaching and assessment of English Language at ISB develops the students’ abilities in reading, writing, and oral communication skills. Students come with diverse language skills and background; therefore, language teaching at ISB strives to provide differentiated approaches. Language learning focuses on a range of texts and introduces students to a range of genres and writing styles. Specifically in writing, students are taught the features of, and write independently, narrative, informational and opinion texts. Grammar and spelling are taught within the contexts of reading and writing. A range of resources is used to support students’ learning in English Language. The students’ language learning experience is very strongly integrated in our Program of Inquiry.

Language (Korean)
All IB PYP students are required to learn a language in addition to the language of instruction. At ISB, the host country language, Korean, is taught at two levels. This comprises Korean Language Acquisition (early language learners) and Korean Language and Literature (more proficient language learners). All students learn about the host country culture through celebrations, history, and different cultural aspects of Korea.

Mathematics
ISB values the need for hands-on experience combined with relevant problem solving tasks to build a strong fundamental understanding of mathematics. These values are reinforced by providing an ideal balance between teacher-directed learning and student-centered inquiry. Students are expected to learn beyond basic number operation facts, and are provided opportunities to construct meaning in mathematics and apply them in real life contexts. The ISB elementary mathematics programme ensures that there is both enough development and extension to meet your child’s mathematics needs, using a range of resources.
Arts

Visual Arts
Visual Arts in the Elementary gives emphasis on developing a deeper understanding of the elements of art and principles of design. Students focus on ideas and themes, use a variety of media, and plan and execute how their ideas are communicated to a larger audience. Ongoing reflection and response to other people’s artwork is included. To promote the arts program to a wider community, our students’ artworks have been used for various exhibits.

Music
Our music program focuses on developing our students’ music performance skills and music concepts. Students perform to audiences through school concerts and off-campus activities. The music curriculum includes the following elements of music: performing, creating and composing, notation, listening and appreciation.

Personal, Social and Physical Education
Physical education at ISB goes beyond student participation in sports and games. The transdisciplinary nature of the program means that communication, research, thinking, social, and self-management skills are developed as students learn about movement through the study of movement skills, movement concepts and movement principles.

The development of students’ personal and social skills happens throughout all the areas of the curriculum. Teachers at ISB support these through learning engagements both within and outside the programme of inquiry.

Science
Science in the PYP leads students to an awareness and appreciation of the world through the contextual lens of the various areas in science - force and energy, materials and matter, living things, and earth and space. Through the Units of Inquiry, students develop the transdisciplinary skills as well as a range of science-specific skills and processes.

Social Studies
Social Studies in the PYP enables students to gain a deeper understanding about human behaviour - themselves and others, and the characteristics of their own place and the rest of the world. The different strands in this area include - human systems and economic activities, social organization and culture, continuity and change through time, human and natural environments, and resources and the environment.
PYP Transdisciplinary Themes

The PYP defines themes that identify areas of shared experience and have meaning for individuals from different cultures. Students inquire into, and learn about issues, in the context of the units of inquiry from these themes. The six transdisciplinary themes are as follows:

**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.

**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 relationship between and the interconnectedness of individuals and civilizations, from local and global perspectives.

**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.

**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.

**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.

**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.
Units of Inquiry

Students inquire into and learn about globally significant issues in the context of units of inquiry. Each unit of inquiry addresses a central idea relevant to a particular transdisciplinary theme. Preschool and Kindergarten complete 4 units of inquiry while Grades 1 - 5 complete six units of inquiry.

Lines of inquiry are identified in order to explore the scope of the central idea for each unit. Key and related concepts identify the critical knowledge and concepts that will be focused on in the inquiry.
PYP Key Concepts

The inquiry has been designed around a key set of important ideas or concepts. These concepts provide the foundation for exploration across all disciplines. To focus the inquiry process, students and teachers are encouraged to model questions on the concepts of:

- **Form** What is it like?
- **Function** How does it work?
- **Causation** Why is it like it is?
- **Change** How is it changing?
- **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?

What does inquiry look like at ISB?

Put simply, inquiry can involve:

- Connecting to a new topic / idea / concept
- Making connections, wondering and asking questions
- Finding out by researching, asking, experimenting, listening, reading…
- Sorting out information by writing, collating, making, adding, sharing…
- Going further and then drawing conclusions
- Reflecting on learning and deciding to take action
Action in the PYP

What do we want the students to do about what they have learned?

Students are encouraged to reflect, to choose wisely and to act responsibly with their peers, school staff and in the wider community.

The action component of the PYP involves service in the widest sense of the word: service to fellow students, to the staff and to the community. Through such service, students are able to grow both socially and personally, developing skills such as cooperation, problem solving, conflict resolution and creative and critical thinking. Action can also include any self-initiated study or reflection on inquiries outside of the classroom.

Assessment

Learning is informed through assessments, both formative and summative, and using a variety of strategies and tools.

Assessing student learning may take the form of observations or anecdotal records, performance assessments, process-focused assessments, quizzes and tests, and open-ended tasks, among others.

Assessments of student learning are reported to parents through the following:

- Report cards
- Seesaw
- Conferences
- Student-led conferences
The IB Learner Profile is at the heart of all that we do in a PYP school.

The aim of all IB Programs is to develop internationally minded people who recognizing their common humanity and shared guardianship of the planet, help to create a better and more peaceful world.

The Learner Profile represents 10 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.” ibo.org

- **Inquirers** - We wonder and ask questions.

- **Knowledgeable** - We know about our world and make connections between ideas.

- **Thinkers** - We figure things out to solve difficult problems.

- **Communicators** - We share our ideas and listen to others. We can communicate in more than one language.

- **Principled** - We are honest and fair. We do the right thing.

- **Open-minded** - We respect others and value their ideas and beliefs.

- **Caring** - We show we care about others and the world through kind actions.

- **Risk-takers** - We show the courage to try new things and we know making mistakes is a part of learning.

- **Balanced** - We take care of ourselves - mind, body and spirit.

- **Reflective** - We find ways to improve and grow in all areas of our life.
IB learner profile

The aim of all IB programmes is to develop internationally minded people who, recognizing their common humanity and shared guardianship of the planet, help to create a better and more peaceful world.

As IB learners we strive 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 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 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 IB learner profile represents 10 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.
Approaches to Learning

ATL are deliberate strategies, skills and attitudes that permeate the IB teaching and learning environment.

ATL supports the IB belief that a large influence on a student’s education is not only what you learn but also how you learn.

The IB approaches to learning are:

1. Thinking skills
2. Communications skills
3. Social skills
4. Self-management skills
5. Research skills

Skills from each approach to learning are included throughout the year.

The IB approach to teaching skills is:

1. based on inquiry.
2. focused on conceptual understanding.
3. developed in local and global contexts.
4. focused on effective teamwork and collaboration.
5. differentiated to meet the needs of all learners.
6. informed by formative and summative assessment.

http://www.ibo.org/

Thinking skills, communication skills, social skills, self-management skills and research skills are embedded into the ISB Elementary school day.

Learn more about the PYP from the International Baccalaureate - Click here
Learning Outcomes

ISB Elementary School has adopted learning outcomes at each grade level to provide clarity regarding expectations for students. It must be remembered that all students learn at different rates. Achievement can be influenced by past experience, language background and individual strengths and weaknesses. While many students will meet the expected standards for the grade level, some will need more time to reach the standards and others will exceed expectations.

How do we use the learning outcomes at ISB?

The learning outcomes state what students should be able to do at the end of year. They are a tool for teachers to use to plan learning engagements and measure progress.

Teachers in the Elementary School at ISB incorporate learning experiences into the Units of Inquiry that address the outcomes. This provides a meaningful context for student learning.

Sometimes it is necessary to teach areas of the curriculum that are not connected to a Unit of Inquiry. In this case, teachers plan learning experiences outside of the Unit of Inquiry studies.

Assessments

ISB utilizes the Measures of Academic Progress (MAP) Assessments to assess Reading and Mathematics. The MAP test provides teachers and parents with data comparing their child’s performance to a much larger group of students. This assessment is one piece of information that helps guide our teaching at ISB.

ISB teachers assess each student’s reading level using the Fountas and Pinnell Benchmark Assessment System.
Support Services

English as an Additional Language
Many of our students at the International School of Busan have a home language other than English. We believe that students learn English best when immersed in the language of instruction and engaged in grade appropriate learning experiences. In order to support students who are at the early stages of English Language Acquisition, small group lessons are conducted throughout the week. We use assessment to determine which students to include in small group instruction. ISB utilizes LAS Links English language proficiency assessments to assess and monitor progress.

Learning Support
The International School of Busan offers learning support to students in a range of ways:
• Small group lessons for students who would benefit from intensive literacy or mathematics instruction.
• Administer individual assessments.
• Screening tests for all students.
• Writing student profiles for individuals with specific needs.
• Working with parents.
• Writing individual plans for students.
• Supporting teachers with classroom accommodations and teaching materials.
• Working with the Department of Defense to support students and their families.

Counseling
ISB has a school-wide counsellor who is available to assist students and their families with social and emotional matters. Students can self-refer to receive counseling or be referred by a teacher or a parent.