



Primary Years Programme Parent Handbook

Foreword

This handbook is designed to support the developing knowledge and understanding of the International Baccalaureate (IB), and specifically the Primary Years Programme, amongst our Parent Community.

It aims to share official IB information along with explanations of how the PYP curriculum framework has been adapted to Global Jaya School.

It is firstly important to state that the Primary Years Programme is not a curriculum but rather a curriculum framework. The framework provides guidance and support, and is based on extensive research, continuous reflection and evaluation, and educational development from around the world.

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International Baccalaureate: Mission Statement

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 organisation 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.

Global Jaya School: Vision, Mission and Motto

Vision

Global Jaya School facilitates the development of lifelong learners who:

- are creative problem solvers with a broad perspective of the world around them.
- are respectful, moral individuals who take pride in their national heritage.
- are equipped to participate in the international community as team members and leaders.

Mission

Based on the vision, Global Jaya School will:

- provide experiences through which the knowledge and skills necessary to encourage problem-solving are developed.
- cater for individual learning needs and a range of learning styles.
- develop students' communication skills to actualise their academic potential in both English and Bahasa Indonesia or their mother tongue.
- deliver and enrich an internationally accredited curriculum within an Indonesian context.

School Motto

'Gateway to The World'

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.

IB learners 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, (spiritual) 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.

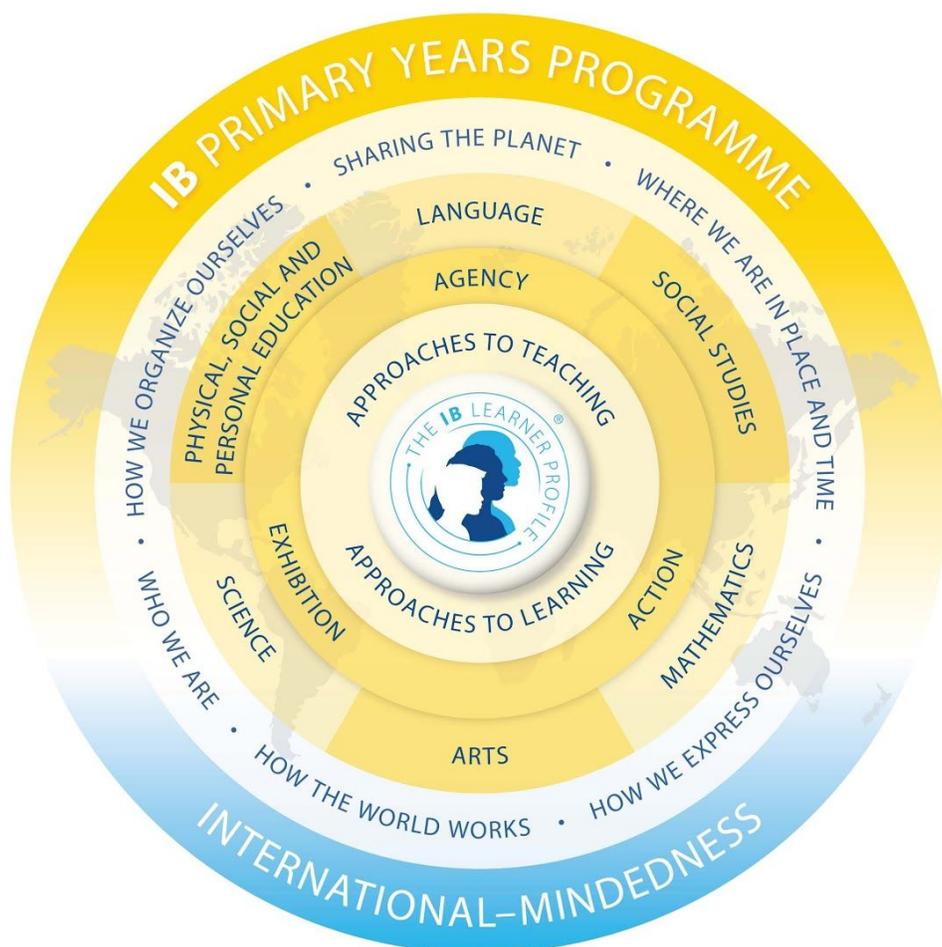
Reflective

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.

IB Programmes

The International Baccalaureate offers four programmes; the Primary Years Programme (PYP), the Middle Years Programme (MYP), the Diploma Programme (DP) and the Careers-related Programme (CP). These can be implemented in isolation or in succession to form a continuum across the early years, primary and secondary schooling years. At Global Jaya, the continuum is implemented through the PYP (Kindergarten to Year 6), MYP (Year 7 to Year 10) and DP (Years 11 and 12).

The Primary Years Programme model below highlights the various components of the programme.



<https://ibo.org/globalassets/digital-toolkit/logos-and-programme-models/pyp-model-2018-en.png>

The Primary Years Programme at GJS

The Primary Years Programme was first introduced to the school in March 2003, with full authorisation occurring in the 2004-2005 school year. Since this time, the school has embarked on an educational journey which includes the ongoing growth of the programme, innovative and strategic development and best practice implementation. This is achieved in a number of different ways:

Alliance with the International Baccalaureate

- Adherence to programme standards and practices (2020).
- Self-study and evaluation visits.
- Extensive resources.
- Professional development facilitation.
- Workshop Leader and School Visit Training.
- Online forums and networks.
- External assessment body (in conjunction with Western Association of School and Colleges (WASC)).

Committed Faculty

- Collaborative and passionate educators from Indonesia and around the world.
- Experienced PYP educators who display the IB learner profile attributes.
- IB accredited workshop leaders, school visitor team member/leader and consultant.
- Lifelong learners who continuously engage and contribute to local and international forums and organisations.
- Facilitators of IB and Indonesian Education Department initiatives.
- Participants and facilitators of professional development locally, nationally and internationally.

Supportive school community

- Attendance at parent workshops.
- Encouragement, support and development of PYP elements outside of school.
- Unit of inquiry support as guest speakers, activity organisers, etc.
- Role models of the IB learner profile.
- Strategic financial planning.

A culture of collaboration, improvement and adherence to student-centred learning

- Always striving to improve the educational experiences of all students through innovative, creative and research-based practices.
- Encouraging student voice, choice and ownership.
- Regular reflection, review and evaluation practices at all levels of the school.
- Whole school strategic planning practices.

Main Elements of the Primary Years Programme

Student-centred

Students have voice, choice and ownership throughout the learning process.

Student Agency

Students demonstrate agency by using their own initiative and will, and take responsibility and ownership of their learning. They direct their learning with a strong sense of identity and self-belief, and in conjunction with peers and teachers, build a sense of community. Students also become more aware of the opinions, values and needs of others. When students have agency, the relationship between the teacher and students becomes a partnership.

Inquiry-based

The PYP encourages students to be inquirers who think for themselves and take responsibility for their learning as they explore local and global issues and opportunities in various contexts. Students are taught to ask questions, investigate and wonder about different possibilities, as well as plan for various eventualities and consider a variety of perspectives.

Concept-driven

Concept-based inquiry is a powerful vehicle for learning that promotes meaning and understanding, and challenges students to engage with significant ideas. Concepts are powerful, broad and abstract organizing ideas that may be transdisciplinary or subject-based. They help to build understandings across, between and beyond subjects. Key concepts provide a lens for conceptual understanding within a transdisciplinary unit of inquiry while related concepts provide a lens for conceptual understanding within a specific subject.

Key Concepts

Key concepts drive learning experiences and help to frame a unit of inquiry. By identifying and investigating key concepts, students learn to think critically about big ideas. This may be done through broad, open-ended questions in an inquiry. When concepts are viewed as a set of questions, the inquiry is directed, purposeful and manageable.

Concept	Key Questions	Definition
Form	What is it like?	The understanding that everything has a form with recognizable features that can be observed, identified, described and categorized.
Function	How does it work?	The understanding that everything has a purpose, a role or a way of behaving that can be investigated.
Causation	Why is it as it is?	The understanding that things do not just happen; there are causal relationships at work, and that actions have consequences.
Change	How is it transforming?	The understanding that change is the process of movement from one state to another. It is universal and inevitable.
Connection	How is it linked to other things?	The understanding that we live in a world of interacting systems in which the actions of any individual element affect others.
Perspective	What are the points of view?	The understanding that knowledge is moderated by different points of view which lead to different interpretations, understandings and findings; perspectives may be individual, group, cultural or subject-specific.
Responsibility	What are our obligations?	The understanding that people make choices based on their understandings, beliefs and values, and the actions they take as a result do make a difference.

Transdisciplinary themes of global significance

The [programme of inquiry](#) outlines six transdisciplinary themes of global significance. It articulates how the transdisciplinary themes will be explored across the different age groups and ensures coherence and balance through the curriculum. The programme of inquiry outlines the units of inquiry for each year level where students will develop subject knowledge, skills and conceptual understandings.

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 relationships 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.

Approaches to Learning

The inclusion of Approaches to Learning (ATL) reminds us that learning how to learn is fundamental to a student's education. The IB divides the ATL into five categories of interrelated skills and associated sub-skills to support students of all ages as they strive to become self-regulated learners. Through a variety of strategies, teachers collaboratively plan for implicit and explicit opportunities to develop ATL both inside and outside the programme of inquiry.



PYP Approaches to Learning (New)

Categories	Sub-skills
Thinking skills	<ul style="list-style-type: none"> • Critical-thinking skills (analysing and evaluating issues and ideas) • Creative-thinking skills (generating novel ideas and considering new perspectives) • Transfer skills (using skills and knowledge in multiple contexts) • Reflection/metacognitive skills ((re)considering the process of learning)
Research skills	<ul style="list-style-type: none"> • Information-literacy skills (formulating and planning, data gathering and recording, synthesizing and interpreting, evaluating and communicating) • Media-literacy skills (interacting with media to use and create ideas and information) • Ethical use of media/information (understanding and applying social and ethical technology)
Communication skills	<ul style="list-style-type: none"> • Exchanging-information skills (listening, interpreting, speaking) • Literacy skills (reading, writing and using language to gather and communicate information) • ICT skills (using technology to gather, investigate and communicate information)
Social skills	<ul style="list-style-type: none"> • Developing positive interpersonal relationships and collaboration skills (using self-control, managing setbacks, supporting peers) • Developing social-emotional intelligence
Self-management skills	<ul style="list-style-type: none"> • Organization skills (managing time and tasks effectively) • States of mind (mindfulness, perseverance, emotional management, self-motivation, resilience)

** Kindergarten and Reception utilize a [modified list of ATL](#).

Assessment

Fostering an assessment culture involves the development of assessment capabilities among all members of the learning community. Assessment involves collaboration between teachers and students to monitor, document, measure, report and adjust learning. It is backward and forward-looking and encompasses both learning outcomes and the learning process.

In the PYP, assessment is an ongoing process of gathering, analysing, reflecting and acting on evidence of student learning to inform teaching. It identifies what students know, understand and can do at different stages in the learning process. Learning goals and success criteria are co-constructed and clearly communicated. This allows students to actively engage in the assessment and reflection process and gives students opportunities to act on feedback from peers and teachers to feed forward to their next steps in learning.

As stated above, Global Jaya School ensures both students and teachers are involved in the assessment process. We are also committed to informing parents of their child's progress. This occurs in a variety of different ways:

- Mid Semester Conference (student-led, teacher reflection and 3-way conference)
- Student portfolios (per unit)
- Semester reports
- Informal correspondence/feedback
- Parent-teacher appointments (enrichment and extension IEP and general progress)
- ManageBac annotated assessments (upper year levels)

Latest Enhancements/Focus Areas

IB programmes are continuously evolving and improving. The organisation conducts formal reviews and evaluations which include the latest research, school-based feedback and requests, and world-renowned experts.

In October 2018, the PYP enhancements were officially released along with a new Primary Years Programme: Principles into Practice resource for schools. While the updated programme did not result in many significant changes, the enhancements are divided into three main areas; The Learner, Learning and Teaching and The Learning Community.

The Learner

Action:

Student-initiated action is considered a dynamic outcome of agency, and an integral part of the learning process that can arise at any time, within or outside the programme of inquiry. Action may occur in different forms; advocacy, social justice, social entrepreneurship, participation and lifestyle choices.

Agency:

Agency is the power to take meaningful and intentional action, and acknowledges the rights and responsibilities of the individual, supporting voice, choice and ownership for everyone in the learning community.

Early learner:

The early years age range is extended from ages 3-6, instead of 3-5 years. All schools must design a programme of inquiry that consists of six units of inquiry—one for each transdisciplinary theme—at each year or grade level, except for students from 3-6 Years. For this reason, Global Jaya has elected to decrease the number of units for Reception, beginning in August 2019, students in Reception will only participate in 4 units of inquiry. Please note, the themes of Who we are and How we express ourselves will be included in both year levels.

The four central features of the early years are:

- Play as the primary vehicle for inquiry, with planning for uninterrupted time for play.
- Building strong relationships with students and their families.
- Creating and maintaining responsive/interactive learning spaces for play.
- Offering many opportunities for symbolic exploration and expression.

Exhibition:

The student-led exhibition may become one of the six units of inquiry during the final year or it may stand outside the programme of inquiry. Please see the Parents Exhibition Handbook for further details.

Learner Profile (and Attitudes):

The dispositions currently referred to as 'Attitudes' are now subsumed within the descriptors of the learner profile and are no longer a separate element. The whole learning community plays an important part in developing, valuing, appreciating, monitoring and demonstrating the learner profile in action.

Learning and Teaching

Approaches to Learning:

New Approaches to Learning (AtL) sub-skills have been adopted under the guidance of the IB, and align with those implemented in the MYP and DP. See page 12 for further details.

Concepts:

There are now 7 key concepts as reflection is embedded throughout the programme in multiple ways and no longer positioned as a key concept.

Inquiry:

Inquiry remains the main pedagogical approach to learning and teaching. An explicit focus on agency—voice, choice and ownership—will encourage active, inquiring students to take responsibility for their own learning. Flexible, open-ended timeframes for units of inquiry allow for a more sustained, in-depth inquiry. In the early years, inquiry is approached through play.

Language:

Multilingualism, the use of two or more languages, will be encouraged and supported through the development of multilingual learning environments and multilingual communities, affirming student identity and agency.

The Learning Community

The community of learners:

There is an increased focus and guidance on inclusion and well-being to foster positive and trusting relationships, self-efficacy and agency across the school community.

International-mindedness:

Further emphasis on the integration of international-mindedness through action, agency, language, the learner profile and the shared responsibilities of the learning community.

Leadership:

Students, teachers and all members of the learning community take on formal and informal leadership roles, to discover new ways to reach shared aspirations together. Leadership draws on a range of capabilities to innovate and encourage agency at Global Jaya School.

Learning environments:

Global Jaya School aims to create flexible, inviting and intentional learning spaces that support agency, inquiry, physical and emotional well-being.

Policies:

All stakeholders and staff work collaboratively to develop policies that reflect and support their own learning community and context using guidelines from the IB. In addition to [Admissions](#), Assessment, [Learning Diversity and Inclusion](#) and Language, required policies will now also include [Child Protection](#) and [Academic Integrity](#).

Technology:

Building on the IB's most recent guidance on technology and learning, students are immersed in the interplay between learning technology, learning about technology and learning through technology. The guidance includes the possibilities offered by multiliteracies and multimodalities, alongside computational learning, design and systems thinking to integrate learning.

Glossary

English	Bahasa Indonesia
GENERAL	UMUM
International Baccalaureate (IB)	International Baccalaureate (IB)
IB Board of Governors	Dewan pimpinan IB
IB Primary Years Programme (PYP)	Program Tingkat Dasar IB (PTD IB)
IB Middle Years Programme (MYP)	Program Tingkat Menengah IB (PTM IB)
IB Diploma Programme (DP)	Program Tingkat Atas IB (PTA IB)
IB mission statement	misi IB
IB continuum	kontinum IB
IB LEARNER PROFILE	PROFIL PEMBELAJAR IB
inquirers	pelaku inkuiri
thinkers	pemikir
communicators	komunikator
risk-takers	pengambil risiko
knowledgeable	berpengetahuan
principled	berprinsip
caring	peduli
open-minded	berpandangan terbuka
balanced	seimbang
reflective	reflektif

[Further translations of IB PYP terms](#)

Resources

GJS Website

<http://www.globaljaya.com/>

PYP for Parents

<https://www.ibo.org/information-for-parents/pyp-for-parents/>

Principles in Practice: The Learner (October 2018)

Principles into Practice: Learning and Teaching (October 2018)

Principles into Practice: The Learning Community (October 2018)

The IB Primary Years Programme (2014)

<https://ibo.org/globalassets/digital-toolkit/brochures/pyp-programme-brochure-en.pdf>