Learning in the Primary Years Program

Baldwin OECC & Elementary School
Informative Sessions for Parents
August - 2019
This morning...

- Introduction: IB @ BWN
- Communication & learning at home
- Assessment & reporting
- PYP curriculum framework
- Q & A
Primary Years Program (PPK - 5th grade)
Coordinator: Sarah Loinaz
Authorized - March 2016

Middle Years Program (6th - 10th grade)
Coordinator: Cristina Castillo
Authorized - December 2016

Diploma Program (11th & 12th grade)
Coordinator: Laura Maristany
Authorized - January 2017

We are officially an IB Continuum World School!
Philosophy and Practice of all 3 IB Programs

- Constructivist approach to teaching & learning
- Student centered
- Inquiry driven
- Concept based
- Development of Learner Profile
Communication & Learning at home
How can I know what’s being learned?

- ManageBac (click here):
- Calendar (Events & Tasks)
- Academics
- Reports
- Attendance

Any doubts on an assignment? Ask your child or the teacher. Avoid chat rooms!

- Parent Connections & Newsletters

- Reviewing notebooks
Sample screen - ManageBac Calendar

What does ManageBac look like?
Other areas to find information:
Veracross Parent Portal

<table>
<thead>
<tr>
<th>Wed - Aug 14</th>
<th>Thu - Aug 15</th>
<th>Fri - Aug 16</th>
<th>Sat - Aug 17</th>
<th>Sun - Aug 18</th>
</tr>
</thead>
<tbody>
<tr>
<td>(5) Day B</td>
<td>(5) Day C</td>
<td></td>
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</tbody>
</table>
What's my role when my child has...

**HOMEWORK**
- Independent practice
- Allow your child to make mistakes; guide them to revise their work;
- If difficulty is present, let your child's teacher know and seek advice;

**HOME LEARNING ENGAGEMENTS**
- Learning together
- Support (instead of direct) your child through the process;
- Allow age-appropriate struggle and provide feedback;
How can I support my child’s learning?

- **Reading:** read to your children, read with them, let them see you read, talk about what you are reading...

- **Playing:** through play we can develop and reinforce skills, knowledge and attitudes that support effective learning; Social and self-management skills are fundamentally developed most effectively through play. Go outdoors!

- **Practicing and reviewing:** using the work in notebooks as a prompt, discuss what is learned at school... and practice, practice, practice (there are many resources out there, including apps).

- **Learning together:** discuss relevant topics of interest and research together, watch documentaries, visit museums and other places of learning in the community.
Assessment & Reporting
How do we know what we have learned?

We believe that through **ongoing assessment**, **feedback**, and **reflection** students, parents, and teachers can effectively make sound choices that will promote continued learning and growth.

We document and inform progress.

*Our PYP Assessment Philosophy & Shared Agreements document is posted on the Veracross Parent Portal*
We assess students in ways that are:
★ varied and balanced
★ ongoing and frequent
★ formal and informal
★ quantitative and qualitative
★ diagnostic, formative, summative
- **Mid term Report:**
  October and March

- **Parent Teacher Conferences:**
  October 25, March 13, & as-needed

- **Semester Report:**
  January and June

- **Student Led Conferences:**
  2nd semester
  - OECC: April 27
  - Elementary: TBA
Midterm Progress Report

Provides a general update of the student’s progress in the middle of each semester.
## Midterm Report

<table>
<thead>
<tr>
<th>OECC Progress scale</th>
<th>Elementary Progress scale</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>P</strong></td>
<td><strong>I</strong></td>
</tr>
<tr>
<td>Progressing independently</td>
<td><strong>S</strong></td>
</tr>
<tr>
<td><strong>PS</strong></td>
<td><strong>N</strong></td>
</tr>
<tr>
<td>Progressing with support</td>
<td><strong>EXC</strong></td>
</tr>
<tr>
<td><strong>NP</strong></td>
<td></td>
</tr>
<tr>
<td>Not yet progressing</td>
<td><strong>EXC</strong></td>
</tr>
<tr>
<td><strong>EXC</strong></td>
<td></td>
</tr>
<tr>
<td>Due to external factors,</td>
<td></td>
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<tr>
<td>student was unable to</td>
<td></td>
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<tr>
<td>attend or participate</td>
<td></td>
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<tr>
<td>with sufficient</td>
<td></td>
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<tr>
<td>consistency in order to</td>
<td></td>
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<tr>
<td>be assessed on this skill</td>
<td></td>
</tr>
<tr>
<td>at this time.</td>
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<td></td>
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</tbody>
</table>
Semester Report

Detailed, specific report of the student’s progress to date.
2 - Needs support:
more support
not yet meeting grade level expectations
incomplete understanding
superficial connections
accommodations/external interventions

3 - Developing expectations:
progress towards consistency
some support needed
beginning proficiency
approaching grade level expectations
emerging understanding
some connections

4 - Achieves expectations:
near consistency
minimal support needed
proficiency
grade level expectations
understanding
meaningful connections

5 - Exceeding expectations:
consistency
independently
mastery
beyond grade level expectations
deep understanding
multiple and meaningful connections

1 - Area of concern:
significant difficulty
below grade level expectations
limited understanding
infrequent or inaccurate connections
accommodations, external intervention, remediation promotion at risk

Proficiency Scale
Achievement Levels
<table>
<thead>
<tr>
<th>Effort Scale</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>C</strong></td>
<td>Consistently</td>
</tr>
<tr>
<td><strong>O</strong></td>
<td>Often</td>
</tr>
<tr>
<td><strong>S</strong></td>
<td>Sometimes</td>
</tr>
<tr>
<td><strong>N</strong></td>
<td>Not Yet</td>
</tr>
</tbody>
</table>
Conferences

Reporting in person

★ Parent Teacher Conferences
(October, March, & as needed)

★ Student Led Conferences
2nd semester
OECC - April 27
Elementary - TBA
Student Led conference: what it is and what it isn’t.

A Student Led Conference is...

● A moment of shared learning;
● An opportunity for your child to show you what and how they learn at school;
● A celebration of their hard work;
● An opportunity to support, encourage, and reinforce your child’s learning process and progress;

A Student Led Conferences is NOT...

● A Parent Teacher Conference...
● The moment to criticize or excessively correct your child...
● Something you can skip...
PYP Curriculum Framework
PYP Essential Elements

Knowledge
- Transdisciplinary Themes (6)
- Subject Areas

Concepts
- Key (7) & Related Concepts

Learner Profile & Attitudes
- Traits of a lifelong learner (10)
- Habits of Mind & Behavior (12)

Skills
- Approaches to Learning (5)
- Subject Specific Skills

Action
- Student Initiated Action

Approaches to Learning (5) & Related Concepts
- Subject Specific Skills
When we work on our units, we learn about other countries, cultures, ways to take action, and ways we can share the planet with other people and other living things. We learn ways to express ourselves, we learn about who we are, how our world works, and how our world is organized.
<table>
<thead>
<tr>
<th>POI</th>
<th>Why we are</th>
<th>How we express ourselves</th>
<th>Where we are in place/time</th>
<th>How the world works</th>
<th>Sharing the planet</th>
<th>How we organize ourselves</th>
</tr>
</thead>
<tbody>
<tr>
<td>PPK</td>
<td>Me &amp; You Learning about myself helps me relate to others.</td>
<td>Storytime People express themselves through rhymes and stories.</td>
<td>It’s Seasonal We discover and explore our world through different experiences.</td>
<td>Create a Balance Balancing our use of digital devices can increase our interactions and creativity.</td>
<td>Save the Rainforests! Our actions impact the life of animals.</td>
<td>Who Works Here? We form part of a community.</td>
</tr>
<tr>
<td>PK</td>
<td>Circle of Friends Friends enrich our lives.</td>
<td>Mixed Feelings We use different ways to express feelings.</td>
<td>Where are we? Geography helps us understand where we are.</td>
<td>Grow up! Living things have needs in order to grow.</td>
<td>The New Rs We share a responsibility to restore Earth.</td>
<td>Friends &amp; Neighbors Citizens in a community interested to meet their neighbors.</td>
</tr>
<tr>
<td>K</td>
<td>An apple a day... Learning how to take care of our body helps us be aware of making balanced choices.</td>
<td>Learn, Grow, Share There are different ways of sharing our learning and growth with others.</td>
<td>A Cultural Trip Travelling to different places in the world offers a variety of experiences.</td>
<td>All That Matters Materials have properties that affect the way they are changed and used.</td>
<td>Home Sweet Home Living things depend on each other and the environment in order to survive.</td>
<td>Decisions, decisions Citizens make choices in order to fulfill responsibilities.</td>
</tr>
<tr>
<td>1</td>
<td>I get it! Reflecting on how we learn improves our own learning.</td>
<td>It’s On Purpose Creative communicators have different purposes for expressing their ideas.</td>
<td>Calm before the Storm Understanding weather patterns help communities prepare and adapt according to time and climate.</td>
<td>Move it! The structure and function of the human body systems affect our well-being and quality of life.</td>
<td>Peace of Mind The presence of peace is affected by the way people manage and share resources.</td>
<td>Who’s the Boss? Members in a community negotiate and compromise in order to function effectively and safely.</td>
</tr>
<tr>
<td>2</td>
<td>Eat right, be bright Leading a balanced and healthy lifestyle and making personal decisions will impact our lives.</td>
<td>Keep the Beat Feelings and ideas can be expressed through poetry and music.</td>
<td>Opera Time! There is shared creativity and responsibility expressed through a group performance.</td>
<td>Culture Shock As people from different origins merge their customs, traditions, and beliefs, a new culture forms.</td>
<td>Shake It Up Constant changes alter the earth and people must adapt to these changes.</td>
<td>Survival of the Fittest Living things adapt in order to survive.</td>
</tr>
<tr>
<td>3</td>
<td>That’s a No-Brainer! Our thoughts, senses and movements control our daily lives.</td>
<td>Culture Shock As people from different origins merge their customs, traditions, and beliefs, a new culture forms.</td>
<td>Opera Time! There is shared creativity and responsibility expressed through a group performance.</td>
<td>Exploration Space People conduct research to design technology.</td>
<td>Water Everywhere! Humans design systems to manage limited resources.</td>
<td>We the People People create and organize social structures to make sense of the world.</td>
</tr>
<tr>
<td>4</td>
<td>Tell Me Who Your Friends Are... Relationships influence who we are and how we view the world.</td>
<td>Taking the Road Less Traveled Risk-takers express themselves in ways that can cause changes in society.</td>
<td>Long Journey Home Migration is a journey of challenges and opportunities.</td>
<td>Exploration Space People conduct research to design technology.</td>
<td>Water Everywhere! Humans design systems to manage limited resources.</td>
<td>Put It Together Understanding parts of a system help us see how they come together to function as a whole.</td>
</tr>
<tr>
<td>5</td>
<td>Identity Crisis Our identity is dynamic and changes over time.</td>
<td>Stand &amp; Deliver A well presented idea can inspire action.</td>
<td>Told You So! The decisions that we make in the present lead to future consequences.</td>
<td>Stay Strong, Live Long The body system works together to maintain a healthy person.</td>
<td>Common Good Our use of finite resources has an impact on all living things and their environment.</td>
<td>On the Warpath... Different government systems can create conflict between nations.</td>
</tr>
</tbody>
</table>
What does the Baldwin website look like?

*Scroll through the options in Academics to find more information about the PYP.
What does inquiry look like at Baldwin?
It starts with a provocation...
... and sharing our experiences...
...and then curiosity sparks the wonder and the questions...
Learning engagements
Collaboration

Communication

Reflection
Collaboration
Communication
Reflection
Action
5th grade Exhibition

The culmination of the learning experiences throughout the preschool and primary grades.
5th grade Exhibition
5th grade Exhibition
Other areas to explore:

PYP Play List
Q&A
Thank you for attending!

sloanaz@baldwin-school.org
Additional information in the following slides for further learning...
Why the PYP?
"We do not learn from experience… we learn from reflecting on experience."

--- John Dewey ---

Photo Credit: Kolin Friske, 2014, Klix Photography
## Learner Profile & Attitudes

Lifelong process of growth through experiences, interactions & self reflection;

<table>
<thead>
<tr>
<th>Learner Profile &amp; Attitudes</th>
<th>As IB learners we strive to be:</th>
</tr>
</thead>
<tbody>
<tr>
<td>INQUIRERS</td>
<td><strong>OPEN-MINDED</strong></td>
</tr>
<tr>
<td>We nurture our <strong>curiosity</strong>, developing skills for inquiry and research. We know how to learn <strong>independently</strong> and with others. We learn with <strong>enthusiasm</strong> and sustain our love of learning throughout life.</td>
<td>We critically <strong>appreciate</strong> 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.</td>
</tr>
<tr>
<td>KNOWLEDGEABLE</td>
<td><strong>CARING</strong></td>
</tr>
<tr>
<td>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.</td>
<td>We show <strong>empathy</strong>, compassion and <strong>respect</strong>. We have a <strong>commitment</strong> to service, and we act to make a positive difference in the lives of others and in the world around us.</td>
</tr>
<tr>
<td>THINKERS</td>
<td><strong>RISK-TAKERS</strong></td>
</tr>
<tr>
<td>We use critical and <strong>creative</strong> thinking skills to analyse and take responsible action on complex problems. We exercise initiative in making reasoned, ethical decisions.</td>
<td>We approach uncertainty with forethought and determination; we work <strong>independently</strong> and <strong>cooperatively</strong> to explore new ideas and innovative strategies. We are resourceful and resilient in the face of challenges and change.</td>
</tr>
<tr>
<td>COMMUNICATORS</td>
<td><strong>BALANCED</strong></td>
</tr>
<tr>
<td>We express ourselves <strong>confidently</strong> and <strong>creatively</strong> in more than one language and in many ways. We collaborate effectively, listening carefully to the perspectives of other individuals and groups.</td>
<td>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.</td>
</tr>
<tr>
<td>PRINCIPLED</td>
<td><strong>REFLECTIVE</strong></td>
</tr>
<tr>
<td>We act with <strong>integrity</strong> and honesty, with a strong sense of fairness and justice, and with <strong>respect</strong> for the dignity and rights of people everywhere. We take responsibility for our actions and their consequences.</td>
<td>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.</td>
</tr>
</tbody>
</table>
How can I bring the PYP home?
More about a Constructivist approach to teaching & learning...

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