

Spojená škola Novohradská

IB/PYP

International Baccalaureate

Primary Years Programme





The mission statement of the IB

- i 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.
- i To this end the organization works with schools, governments and international organizations to develop challenging programmes of international education and rigorous assessment.
- i 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.
- i Cieľom organizácie International Baccalaureate je rozvíjať zvedavých, bystrých a starostlivých mladých ľudí, ktorí prostredníctvom pochopenia a rešpektu iných kultúr pomôžu vytvoriť lepší a mierumilovnejší svet.
- i V snahe dosiahnuť tento cieľ organizácia IB spolupracuje so školami, vládami a medzinárodnými organizáciami, aby tak vytvorila podnetné osnovy medzinárodného vzdelávania s dôrazom na dôkladné hodnotenie.
- i Tieto programy podnecujú žiakov na celom svete k tomu, aby boli aktívnymi a rešpektujúcimi osobnosťami, ktorí sa učia celý život, a ktorí uznávajú, že iní ľudia môžu mať takisto pravdu.

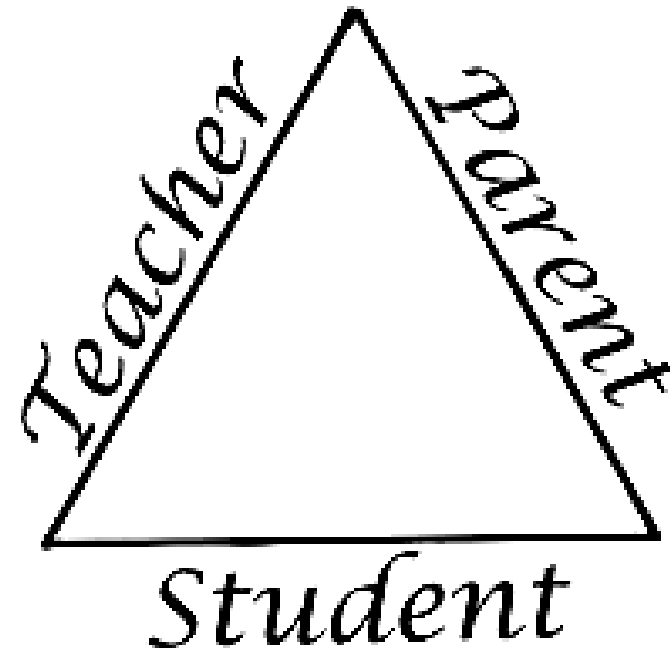
The mission statement of the Spojená škola Novohradská

- i Our school is a unique international state school in Slovakia committed to meeting the needs of today's multicultural societies and recognizing the changes in the global nature of our lives. A creative and challenging environment of our school helps to develop students' academic knowledge together with their personal growth respecting uniqueness of each individual and thus supporting the diversity of cultures, religions and attitudes.
- i Providing caring, stimulating and happy learning environment we educate students to become responsible, confident, articulate, industrious and healthy individuals, who think critically and creatively and are well prepared for a lifelong learning.
- i Our staff are committed to recognizing and developing a child's full potential through structured planning, excellent teaching and through the sensitive and caring relationships that are nurtured with every individual.
- i The school thoroughly pays attention to the adherence to the binding legal regulations – The Declaration of Children's Rights, The Bill of Fundamental Rights and Freedoms, and other valid documents in relation to students, teachers as well as other school employees.



Primary Years Programme

focuses on the development of the whole child as an inquirer, both in the classroom and in the world outside.



The IB Learner Profiles

Profil žiaka

- i **Inquirer - Bádatel'** à I am naturally curious and enjoy learning. I am inquisitive about the world. I ask questions and try to find answers by myself. I love finding out new things.
- i **Caring – Starostlivý** à I have a caring attitude towards people and the environment. I try to keep my family and friends happy and I am sensitive to their needs. I help my friends whenever they need help. I also take care of plants and animals. I take care of our belongings too.
- i **Thinker - Mysliteľ** à I think about different ways to solve a problem. I try to find creative solutions to my questions. I think about what I speak and how I behave.
- i **Communicator - Komunikátor** à I talk about my ideas and can express myself by writing and/or with pictures and gestures. I am a good listener and wait for the speaker to finish before I speak. I speak clearly and confidently. I am learning a second language.



The IB Learner Profiles

Profil žiaka

- i **Knowledgeable - Múdry** à I can remember what I have learnt and I try to use my knowledge whenever I can. I try to make connections between new and old information and think of how I can use it to help me. I share my knowledge with my friends.
- i **Open-Minded – Otvorený novému** à I know that people are different and may do different things. I know that not everyone will think like me and I try to understand others. I try to be friends with everyone even if they are different to me. I try to learn about new things and accept them even if I don't do them or like them. I do not get angry if my friends do not think the same as me.
- i **Reflective - Sebahodnotiaci** à I think about what I am good at and what I am not. I think about my actions and about right or wrong. I try to think about these things and make changes when I can.



The IB Learner Profiles

Profil žiaka

- i **Balanced - Vyrovnaný** à I study as well as play everyday. I am healthy and eat food that is good for me. I exercise and I understand that this is important in my life. I try to take part in as many different activities as I can and I work towards becoming a happy, hardworking and healthy child.
- i **Principled - Zásadový** à I am fair, honest and I take care of other people and things. I follow the rules everywhere. I do not cheat even when others are not watching. I am fair when I play. I smile when I win but I also smile when I lose.
- i **Risk-Taker – Rozumne riskujúci** à I dare to try new things and try to find new ways to solve problems. I speak out what I think is right. I do not mind making mistakes because I can learn from them. I do not try 'dangerous' things without asking my elders and preparing beforehand.



Curriculum / Osnovy

An aim of the PYP is to create a transdisciplinary curriculum that is **ENGAGING,**
RELEVANT,
CHALLENGING
AND
SIGNIFICANT
for learners.



Cieľom programu PYP je vytvoriť interdisciplinárne osnovy, ktoré sú pre žiakov **PÚTAVÉ,**
RELEVANTNÉ,
PODNETNÉ
A **VÝZNAMNÉ.**

Essential elements of the curriculum

Základné prvky osnov

1. Knowledge
2. Concepts
3. Attitudes
4. Skills
5. Action

1. Vedomosti
2. Koncepty
3. Postoje
4. Zručnosti
5. Iniciatíva



Knowledge Vedomosti

- i significant, relevant **CONTENT** that we wish the students to explore and know about, taking into consideration their prior experience and understanding.
- i dôležitý a relevantný **OBSAH**, ktorý chceme, aby žiaci preskúmali a poznali, pričom sa zohľadňujú ich predchádzajúce skúsenosti a porozumenie.



6 transdisciplinary themes

6 interdisciplinárnych tém

- i Students learn in the context of **Units of Inquiry (UoI)** relevant to a particular transdisciplinary theme.
- i The 6 transdisciplinary themes are about issues that have meaning for, and are important to, all of us. The programme offers a balance between learning about or through the subject areas, and learning beyond them. The six themes of global significance create a transdisciplinary framework.



Who we are

Kto sme

An inquiry into:

- i the nature of the self
- i beliefs and values
- i personal, physical, mental, social and spiritual health
- i families, friends, communities and cultures
- i rights and responsibilities
- i what it means to be human

Skúmanie:

- i svojej povahy
- i zásad a hodnôt
- i osobného, fyzického, mentálneho, sociálneho a duševného zdravia
- i medziludských vzťahov vrátane rodiny, priateľov, skupín a kultúr



práv a povinností

toho, čo znamená byť človekom

Where are we in place and time

Miesto a čas, v ktorom sa nachádzame

An inquiry into:

- i orientation in place and time
- i personal histories
- i history and geography from local and global perspectives
- i the discoveries, explorations and migrations of humankind
- i the contributions of individuals and civilizations

Skúmanie:

- i orientácie v čase a priestore
- i osobnej minulosti
- i histórie a geografie a to z lokálnej i globálnej perspektívy
- i objavov, výskumov a migrácií ľudstva,



vzťahov
a prepo-
jení
jednotliv-
cov
i civilizácií

How we express ourselves

Ako sa vyjadrujeme

An inquiry into:

- i the ways in which we discover and express our nature, ideas, feelings, beliefs and values through language and the arts
- i the ways in which we reflect on, extend and enjoy our creativity
- i our appreciation of the aesthetic

Skúmanie:

- i spôsobov, akými objavujeme a vyjadrujeme myšlienky, pocity, povahu, kultúru, zásady a hodnoty využitím literatúry a umenia
- i spôsobov, akými o našej tvorivosti uvažujeme, šírime ju a máme z nej potešenie



- i ako oceňujeme estetickosť

How the world works

Ako funguje svet

An inquiry into:

- i the natural world and its laws
- i the interaction between the natural world and human societies
- i how humans use their understanding of scientific principles
- i the impact of scientific and technological advances on society and on the environment

Skúmanie:

- i prírodného sveta a jeho zákonitostí
- i interakcie medzi prírodným svetom (fyzickým a biologickým) a ľudskými spoločnosťami
- i toho, ako ľudia využívajú svoje chápanie vedeckých princípov
- i dopadu vedeckého a technologického pokroku na spoločnosť a životné prostredie



How we organize ourselves

Ako sa organizujeme

An inquiry into:

- i the inter-connectedness of human-made systems and communities
- i the structure and function of organizations
- i societal decision-making
- i economic activities and their impact on humankind and the environment

Skúmanie:

- i prepojenosti ľuďmi vytvorených systémov a spoločenských
- i štruktúry a funkcie organizácií
- i spoločenského rozhodovania sa
- i ekonomických aktivít a ich dopade na ľudstvo a životné prostredie



Sharing the planet

Žijeme spolu na jednej planéte

An inquiry into:

- i rights and responsibilities in the struggle to share finite resources with other people and with other living things
- i communities and the relationships within and between them
- i access to equal opportunities
- i peace and conflict resolution



Skúmanie:

- i práv a povinností pri využívaní obmedzených zdrojov spoločne s ostatnými ľuďmi a inými žijúcimi tvormi
- i spoločenstiev a vzťahov v rámci nich a medzi nimi
- i šancí na rovnaké práva
- i svetového mieru a riešenia konfliktov

Programme of Inquiry

Example PYP3

Trans-disciplinary Theme	Who we are	Where we are in place and time	How we express ourselves	How the world Works	How we organize ourselves	Sharing the Planet
Inter-disciplinárna Téma	Kto sme	Miesto a čas, v ktorom sa nachádzame	Ako sa vyjadrujeme	Ako funguje svet	Ako sa organizujeme	Žijeme spolu na jednej planéte
Unit of Inquiry	The Country We Live In	Life In Middle Ages	Walk In My Shoes	Space the Final Frontier	Patterns And Symbols	Water of Life
Témy bádania	Krajina, v ktorej žijeme	Život v stredoveku	Vcíť sa do mojej kože	Vesmír	Vzory a symboly	Voda základ života

The programme can be illustrated by
a hexagon
with the six transdisciplinary themes
surrounding six subject areas:

language

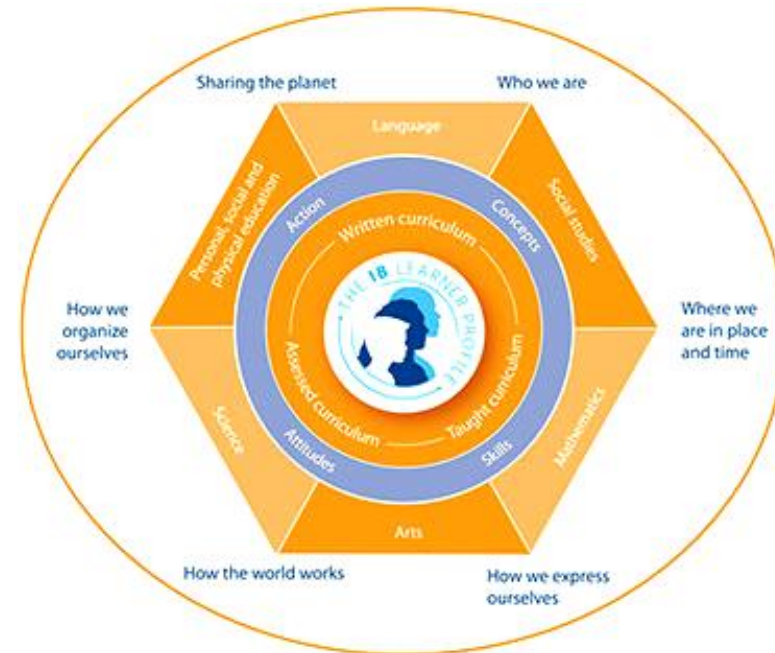
social studies

mathematics

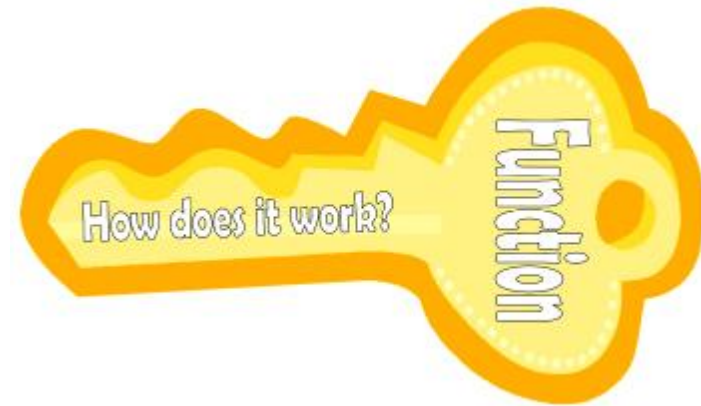
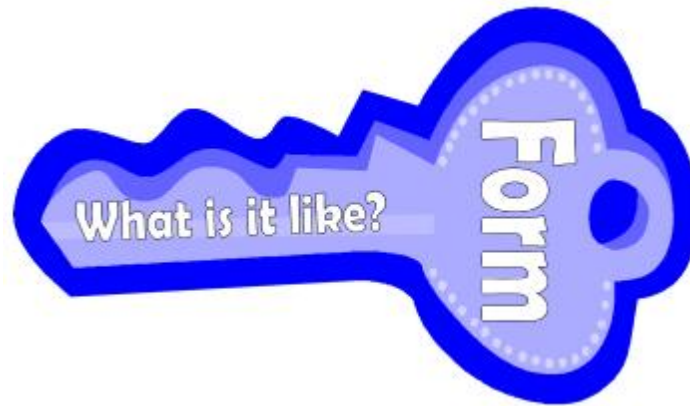
arts

science

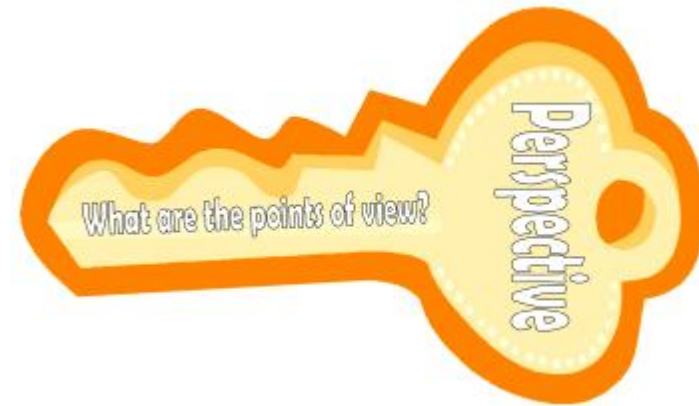
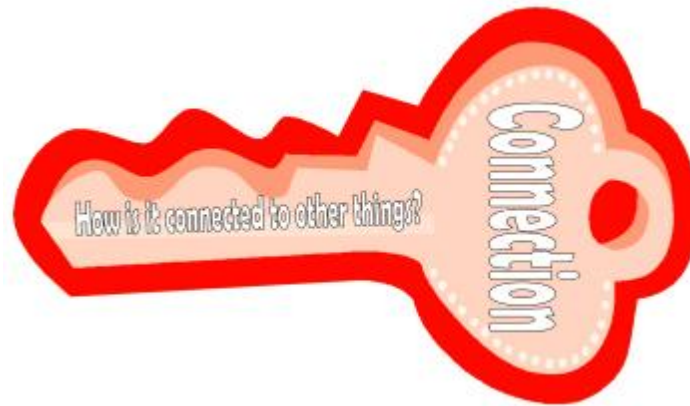
personal, social and physical education



What are the PYP Concepts?



What are the PYP Concepts?



Kľúčové koncepty PYP



Kľúčové koncepty PYP



PYP transdisciplinary skills

Interdisciplinárne schopnosti v PYP

- i **Thinking skills**
Schopnosti myslenia
Acquisition of knowledge; comprehension; application; analysis, synthesis, evaluation, dialectical thought, metacognition.

- i **Social skills**
Sociálne schopnosti
Accepting responsibility; respecting others; cooperating, resolving conflict; group decision-making; adopting a variety of group roles.

- i **Communication skills**
Komunikačné schopnosti
Listening; speaking; reading; writing; viewing; presenting; non-verbal communication.



PYP transdisciplinary skills

Interdisciplinárne schopnosti v PYP

- i **Self – management skills**
Schopnosti riadiť sám seba
Gross motor skills; fine motor skills; spatial awareness; organization; time management; safety; healthy lifestyle; codes of behaviour; informed choices
- i **Research skills**
Schopnosti bádania
Formulating questions; observing; planning; collecting data; recording data; organizing data; interpreting data; presenting research findings





PYP Attitudes

Postoje žiaka v PYP

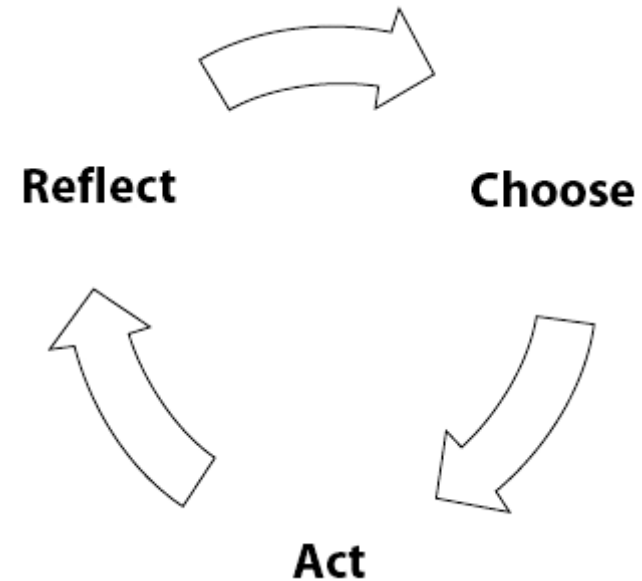
i	Appreciation	i	Uznanie
i	Commitment	i	Angažovanosť
i	Confidence	i	Sebaistota
i	Cooperation	i	Spolupráca
i	Creativity	i	Tvorivosť
i	Curiosity	i	Zvedavosť
i	Empathy	i	Empatia
i	Enthusiasm	i	Nadšenie
i	Independence	i	Nezávislosť
i	Integrity	i	Integrita
i	Respect	i	Rešpekt
i	Tolerance	i	Tolerancia

Action: How is action defined in the PYP ?

Iniciatíva: Ako chceme, aby žiaci konali?

Successful inquiry may lead to action, initiated by the student as a result of the learning process. This action may extend the student's own learning, the learning of others or it may have a wider social impact.

It is intended that the student taking action will grow from the experience, and that the process of taking action, or not, will contribute to each student establishing a set of values.





Assessment in the PYP

Hodnotenie v PYP

- i The prime objective of assessment in the PYP is to provide feedback on the learning process.
- i It identifies what students know, understand, can do, and feel at different stages in the learning process.
- i Teachers select assessment strategies to support how students learn and perform.
- i Teachers design assessment instruments to reflect the particular learning outcomes on which they intend to give feedback.
- i Students and teachers are actively involved in the assessment process.



Assessment in the PYP

Hodnotenie v PYP

- i (EE – Exceeding Expectations)
- i **ME** – Meeting Expectations
- i **AE** – Approaching Expectations
- i **PE** – Partially meeting Expectations
- i **NE** – Not meeting Expectations
- i **VD** – veľmi dobre spĺňa požiadavky
- i **D** - Dobre spĺňa požiadavky
- i **Č** - Čiastočne spĺňa požiadavky
- i **N** - Nespĺňa požiadavky

Thank you for your attention
Ďakujeme za pozornosť

