THE IB PYP
Parent Overview
Meet and Greet

Turn and introduce yourself to your neighbor
Erin Knight  
eknight@sandi.net

Sessions (1st & 3rd week)  
Jefferson (2nd & 4th week)

I Live in Mt. Helix with my husband Ric, son Carter (11) & Cricket our dog & Cosmo our cat.

Originally from La Canada, CA
B.A. in International Relations from USD

Masters in Education – National University
CA Multiple Subject Credential
CA Single Subject Credential – Social Studies

Started my journey with IB as a PBMS Social Studies teacher

IBEN Educator – IB Workshop leader, evaluator and consultant

Have worked at five out of eight IB schools in San Diego Unified (PBMS, Jefferson, McKinley, Birney, Sessions)

I love spending time with my family, travelling, reading, and kundalini yoga
THE IB - At a Glance

- Founded in 1968 in Geneva, Switzerland
- The largest concentration of IB schools can be found in the United States with over 1700 schools
- In the US, 90% of IB schools are public schools
- There are 5175 IB World Schools in 157 countries
- Between 2012 and 2017, the number of IB programmes offered worldwide has grown by 39.3%

The International Baccalaureate® (IB) offers four high quality international education programmes to more than one million students.
SDUSD IB Continuum
(Mission Bay Cluster)

Kate Sessions Elementary

Pacific Beach Middle
An IB World School

Mission Bay High School
Home of the Buccaneers

PYP
MYP
DP
SDUSD IB Continuum (San Diego High Cluster)

Alice Birney Elementary (K-5)

Jefferson Elementary (K-5)

McKinley Elementary (K-5)

Roosevelt Middle (6-8)

San Diego High School
International Baccalaureate

Why IB?
Inquiry-based Learning
Principled Action
World Language
Ideal Preparation for University
Quotes from College Admissions Counselors

Inquiry Based Learning
International Baccalaureate educators are specially trained to develop a child's natural curiosity. They teach students of all ages to develop the skills necessary to be inquisitive, to research new areas, and show independence in learning. Teaching children and teens to be successful inquirers means that they get to be actively involved in how they learn, rather than passive participants. This active involvement leads to a love of learning that lasts throughout their lives. Each of the three programs build consecutively to develop skills, knowledge, and understanding that is normally reserved for college and university levels.

Beginning in IB pre-school, classes are designed based on the developmental needs of each age. At an early age children learn to ask questions and investigate their interest and inquiries in a supportive and loving environment. As students move throughout the three programs they learn to research, share their increased understanding with the community and current action, and take on traditional roles that build their understanding into the future.
WHY IB?

Our kindergarteners will retire around the year 2077.

In what ways are we preparing them for success in the years between 2019 and 2080?

What foundations for learning must we establish for them?

What will our children’s work place even look like?
PYP PROGRAM MODEL

PYP - BUILDING FOR THE FUTURE
THE LEARNER
LEARNING & TEACHING
VOICE
CHOICE
AGENCY
OWNERSHIP
TRUSTED · TIMELESS · TRANSFORMATIONAL
THE LEARNING COMMUNITY
INTERNATIONAL MINDEDNESS

At Sessions we define international mindedness as knowing we are all different and respecting all cultures, because we understand that we are part of the same global community.

If you are an international-minded person you strive to help create a better and more peaceful world.

We guide our students to be internationally minded with a passion for life-long learning. They learn to appreciate other cultures and beliefs and try to become a person who demonstrates the characteristics shown in the Learner Profile.
the IB learner profile

- Caring: Someone who cares for and helps others.

- Knowledgeable: They know about many things and remember what they learn.

- Risk-taker: Someone who steps outside their comfort zone.

- Inquirers: Someone who learns by asking many questions.

- Thinkers: A thinker is someone who takes the time to think about every question.

- Communicators: Some who works well in groups and speaks in class a lot.

- Principled: Tells the truth shares and plays well with others.

- Open-minded: Open to thoughts and ideas of others.

- Balanced: A person who can balance school sports and friends.

- Reflective: Someone who looks back and learns from past mistakes.
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.

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.

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.

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 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.
“It isn’t the answer anymore...

...it is the question!”

Bill Sheskey in Curriculum 2.0 (ASCD, 2010) by Heidi Hayes Jacobs
“We learn more by looking for the answer to a question and not finding it than we do from learning the answer itself.”
~Lloyd Alexander
TYPES OF PROVOCATIONS

photos
artifacts
experiments
explorations
read Alouds
websites
questions
tinkering
create a scenario
music/singing
videos

Autumn Leaves
Exploration
Student Task: Click through the slideshow “WHAT THE WORLD EATS”

What do you notice?

What questions do you have?
PHOTO PROVOCATIONS
IB UNIT EXAMPLES

FROZEN LAKE MICHIGAN
NATURAL DISASTERS UNIT
BUILDING PLAYS MUSIC IN RAIN
STRUCTURES, MUSIC OR WEATHER UNIT
IB Approaches to Learning (Skills)

**THINKING SKILLS**
- Acquisition of knowledge
- Comprehension
- Application
- Analysis
- Evaluation
- Dialectical thought
- Metacognition
- Accepting responsibility
- Group decision-making
- Adopting a variety of group roles
- Respecting others
- Cooperating
- Resolving conflict

**SOCIAL SKILLS**
- Listening
- Speaking
- Reading
- Writing
- Viewing
- Presenting
- Non-verbal communication

**COMMUNICATION SKILLS**
- Gross Motor skills
- Fine motor skills
- Spatial awareness
- Organisation
- Time management
- Safety
- Healthy Lifestyle
- Codes of behavior
- Informed choices

**SELF-MANAGEMENT SKILLS**
- Formulating questions
- Observing
- Planning
- Collecting data
- Recording data
- Organising data
- Interpreting data
- Presenting research findings

**RESEARCH SKILLS**
Learning engagements that foster student collaboration
Traditional Teaching

Teacher

Students
IB Teaching

Teachers, Students and Other Adults
**Responsibility**
What is our responsibility?
People make choices based on their understanding and the actions they take as a result do make a difference.

**Perspective**
What are the points of view?
Different ways of looking at information. This leads to different interpretation, understandings, and findings.

**Reflection**
How do we know?
There are different ways of knowing, and that it is important to look at our conclusions, to think about the reasoning, and the evidence we have used.

**Change**
How is it changing?
Everything is always in a state of transformation from one state to another. This happens to everything and everyone.

**Function**
How does it work?
Everything has a purpose, a role, or a way of behaving that can be investigated.

**Connection**
What is the link to other things?
The universe is a collection of systems made of individual parts that work with and affect each other.

**Causation**
Why is it like it is?
Things do not just happen. There are always reasons honing events. This is a cause and effect.

**Form**
What is it like?
Everything has features or characteristics that can be observed, identified, described, and categorised.
"A Hole in the Concept" — demonstration

Read the excerpt on the next slide at normal speed.

Do not skim or give up halfway (read through to the end.)

Once you've finished, ask yourself how do you feel about reading this paragraph.
A newspaper is better than a magazine. A seashore is better place than the street. At first it is better to run than to walk. You may have to try several times. It takes some skill, but it is easy to learn. Even young children can enjoy it. Once successful, complications are minimal. Birds seldom get too close. Rain, however soaks in very fast. Too many people doing the same thing can also cause problems. One needs lots of room. If there are no complications, it can be very peaceful. A rock will serve as an anchor. If things break loose from it, however, you will not get a second chance.
Was this paragraph comprehensible?
Meaningless?

Now re-read the excerpt knowing the title, with no change to the contents

Note what happens in your mind when the title is added
A newspaper is better than a magazine. A seashore is better place than the street. At first it is better to run than to walk. You may have to try several times. It takes some skill, but it is easy to learn. Even young children can enjoy it. Once successful, complications are minimal. Birds seldom get too close. Rain, however soaks in very fast. Too many people doing the same thing can also cause problems. One needs lots of room. If there are no complications, it can be very peaceful. A rock will serve as an anchor. If things break loose from it, however, you will not get a second chance.
Now that you have the concept you can make meaningful connections.

Every sentence supports what you now know.
Taking Action

IB ACTION CYCLE

reflect
Think about the consequences of your actions.

choose
Make choices based on your reflections.

act
Carry through with your choices.
WHAT KIND OF **action** DO I WANT TO TAKE?

- **I want to inform people**
  - Informative poster
  - Video
  - Art project
  - Persuasive letter
  - Puppet show
  - Start a club
  - Infographic
  - Digital display
  - Social media/blog
  - Make a website
  - Photo gallery/essay
  - Design a game
  - Present data

- **I want to change my behavior and choices**
  - Pledge
  - Petition
  - Journal reflection
  - Daily/weekly challenge
  - Start a campaign
  - Contest/Competition

- **I want to inspire other people to change their behavior and choice**
  - Design something
  - How-to-guide
  - Design an app
  - Organize an activity
  - Organize an event
  - Invent something
  - Draw blueprints
  - Persuade
  - Action plan
  - Create a game
  - Sell a product
  - Propose a change
  - Compare and contrast

- **I want to help prevent a problem or improve a solution**
  - Build a model
  - Prototype
  - Alter/improve technology
  - Build a product
  - Design a system
  - Make samples
  - Make a scoring system
  - Diorama

- **I want to build something to understand my topic better**
IB Assessment at Sessions

- Formative and summative assessment
- **Authentic Performance Tasks**
  - provide complex challenges that mirror the issues and problems of adults
  - open ended
  - engage students in doing the work or experts in the field
  - require the application of knowledge and skills
<table>
<thead>
<tr>
<th>GRASP</th>
<th>Details</th>
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</thead>
<tbody>
<tr>
<td><strong>GOAL</strong></td>
<td>Your task is...</td>
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<tr>
<td></td>
<td>• The goal is...</td>
</tr>
<tr>
<td></td>
<td>• The problem or challenge is...</td>
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<tr>
<td></td>
<td>• The obstacles to overcome are...</td>
</tr>
<tr>
<td><strong>ROLE</strong></td>
<td>• You are...</td>
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<td></td>
<td>• You have been asked to...</td>
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<td></td>
<td>• Your job is...</td>
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<tr>
<td><strong>AUDIENCE</strong></td>
<td>• Your clients are...</td>
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<td></td>
<td>• The target audience is...</td>
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<td></td>
<td>• You need to convince...</td>
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<tr>
<td><strong>SITUATION</strong></td>
<td>• The context you find yourself in...</td>
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<tr>
<td></td>
<td>• The challenge involves dealing with...</td>
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<tr>
<td><strong>PRODUCT, PERFORMANCE, PURPOSE</strong></td>
<td>• You will create a .......... in order to...</td>
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<td>• You need to develop............so that............</td>
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<tr>
<td><strong>STANDARDS FOR SUCCESS</strong></td>
<td>• Your performance needs to ....</td>
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<tr>
<td></td>
<td>• Your work will be judged by...</td>
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<tr>
<td></td>
<td>• Your product must meet the following standards...</td>
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<td>• A successful result will...</td>
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</table>
As an IB World school, not only do we focus on the development of the intellectual skills but also the personal, emotional and social skills needed to live, learn and work in a rapidly changing world.
I have started coloring to manage my stress and anxiety.
Mind Full, or Mindful?
Mindfulness

Mindful  Kindful  Peaceful
Imagination
Creativity is the residue of time wasted.

-Albert Einstein-
To Conclude,

At Sessions we utilize the IB philosophy to enable student’s natural curiosity to be fostered in real life learning situations.
Sessions IB World students hold the world in their hands.
Any Questions?