

Jewels International School of Kinshasa



*Positive Discipline Builds Character
and Character Builds Citizens*

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Bibliography

- www.ibo.org
- Making the PYP Happen

IB PRIMARY YEARS PROGRAM (PYP) PARENT HANDBOOK

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***JISK is an IB PYP School**

Dear Parents,

Welcome to our 2020-2021 academic year! **JISK** is the first school in the DRC to offer the IB PYP Programme. With your continued support and partnership in education, we are able to offer you a programme of education that is valued and internationally recognized. We have prepared this short handbook to assist you in understanding the PYP programme.

This is one of many tools which we will be using to keep you informed and updated. Through regular meetings, we hope that you will better understand the programme and that you will begin to realize that **JISK** is committed to educational excellence, the IB philosophy and its promotion of international mindedness while educating global citizens.

We would like to take this opportunity to introduce to our PYP Coordinator, Ms. Lynette Subaiya. Should you have any questions or concerns about the IB PYP programme, please do not approach the classroom teachers, instead, do not hesitate to contact either Lynette or Amina Munshi by appointment only.

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We are looking forward to this exciting year ahead.

Kind Regards,

JISK Administration

Assessment strategies and tools					
Assessment tools \ Assessment strategies	Rubrics	Exemplars	Checklists	Anecdotal records	Continuums
Observations	✓		✓	✓	✓
Performance assessments	✓	✓		✓	✓
Process-focused assessments	✓		✓	✓	✓
Selected responses		✓	✓		✓
Open-ended tasks	✓	✓		✓	✓

At **JISK**, we believe that assessment is the continuation of the learning process. It is NOT assessment of learning, but it is assessment for learning. The IB views assessment as needing to be authentic, essential, rich, engaging, and feasible— it should incorporate students in the process of evaluating their learning.

* To further your inquiry, please visit the IB website:
www.ibo.org

Information Technology (IT)

At JISK IT skills are explicitly integrated into the curriculum. Where possible, students acquire and use IT skills and knowledge in the context of other subjects. We are committed to further the integration of technology as you can see in our newly constructed multi-media room. Students are welcome to use this space to explore and further their curiosity.

Physical Education (PE)

The overall goal of the PE program is to promote growth and development. The program focuses on the mastery and use of gross motor skills in games and sports as well as attitudes and behaviours that are conducive to a healthy lifestyle. Students begin to develop fine motor skills, understand spatial concepts in terms of direction and territory and react to their physical environment in individual and group or team activities. Following directions, practicing safe and fair play and caring for facilities and equipment is encouraged.

Assessments at JISK

Assessment is gathering and analysis of information about student's performance.

It identifies what students know, understand, can do and feel at different stages in the learning process.

Assessment is integral to all teaching and learning.

It is central to the PYP's goal of thoughtfully and effectively guiding children through the five essential elements of learning: the understanding of concepts, the acquisition of knowledge, the mastery of skills, the development of attitudes and the decision to take responsible action.

(Source: Making the PYP Happen, 2009)

It is the gathering and analysis of student's performance.

- It is the "bridge between teaching and learning".

It helps students and teachers to know, understand how effectively learning is taking place.

2 types of assessments – Formative (ongoing) and Summative at the end of each unit.

In IB PYP the assessment is criterion-related which means students are assessed against the predetermined subject criteria.

- Assessment criteria are aligned with PYP subject objectives.

Our 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.



Mathematics

In PYP, Mathematics is viewed primarily as a vehicle to support inquiry, providing a global language through which we make sense of the world around us.

It is intended that students become competent users of the language of mathematics and can begin to use it as a way of thinking, rather than seeing it as a series of facts and equations to be memorized. The power of mathematics for describing and analysing the world around us is such that it has become a highly effective tool for solving problems.

(Source: Making the PYP Happen, 2009)

Language

Language is fundamental to learning, thinking and communicating and permeates the whole curriculum. It is necessary not only to learn language, but also learn about language and through language. Learning best takes place in authentic contexts. The strands of **oral, written and visual communication** are learned across and throughout the subject areas.

We have a special responsibility to recognize and **support language development** to ensure that all students are provided with the environment and the necessary language support to enable them to participate fully in the academic programme, social life of the school, as well as to develop as competent international minded individuals who are able to transcend boundaries and cultures.

Every child benefits from having access to different cultures, perspectives and languages. Acquisition of more than one language enriches personal growth and helps facilitate international understanding. Therefore, at **JISK** we have integrated French as a secondary language within the curriculum.

Music and the Arts

Arts are viewed by the PYP as a form of expression that is inherent in all cultures. They are a powerful means to assist in the development of the whole child and are important for interpreting and understanding the world. Arts in the PYP promote imagination, communication, creativity, social development and original thinking.

Through the arts, students gain confidence and competence in self-expression and collaborative learning, in both formal and informal settings. Students will often be reflecting and evaluating their own work and the work of others.

So...what is exactly a unit of inquiry?

A **Unit of Inquiry** usually lasts for 3-6 weeks and the objective is to cover all 6 Themes throughout the year. For example, during the Unit of Inquiry “Sharing the Planet” students may spend 6 weeks looking at the resources we have in the world and how various countries share and use these resources.

At **JISK**, these themes or Units of Inquiry, provide a framework on which our educators build students’ knowledge. With the IB PYP, the priority is not on using a set of textbooks, rather the emphasis is on a wide variety of resources from which teachers and students extract knowledge, develop understanding, and explore ways of application to real life.

Learning activities in a unit of inquiry may include:

- **Exploring, wondering and questioning**
- **Experimenting and playing with possibilities**
- **Collecting data and reporting findings**
- **Researching and seeking information**
- **Solving problems in a variety of ways**

JISK Mission

JISK guarantees each student the right to a superior education, in a friendly, safe, culturally rich, and stimulating environment; we strive to create a climate where each student and parent feels welcomed, respected, and trusted, and an important part of **JISK**. Each student will be provided with quality instruction and challenging learning experiences to foster lifelong learning and responsible citizenship.

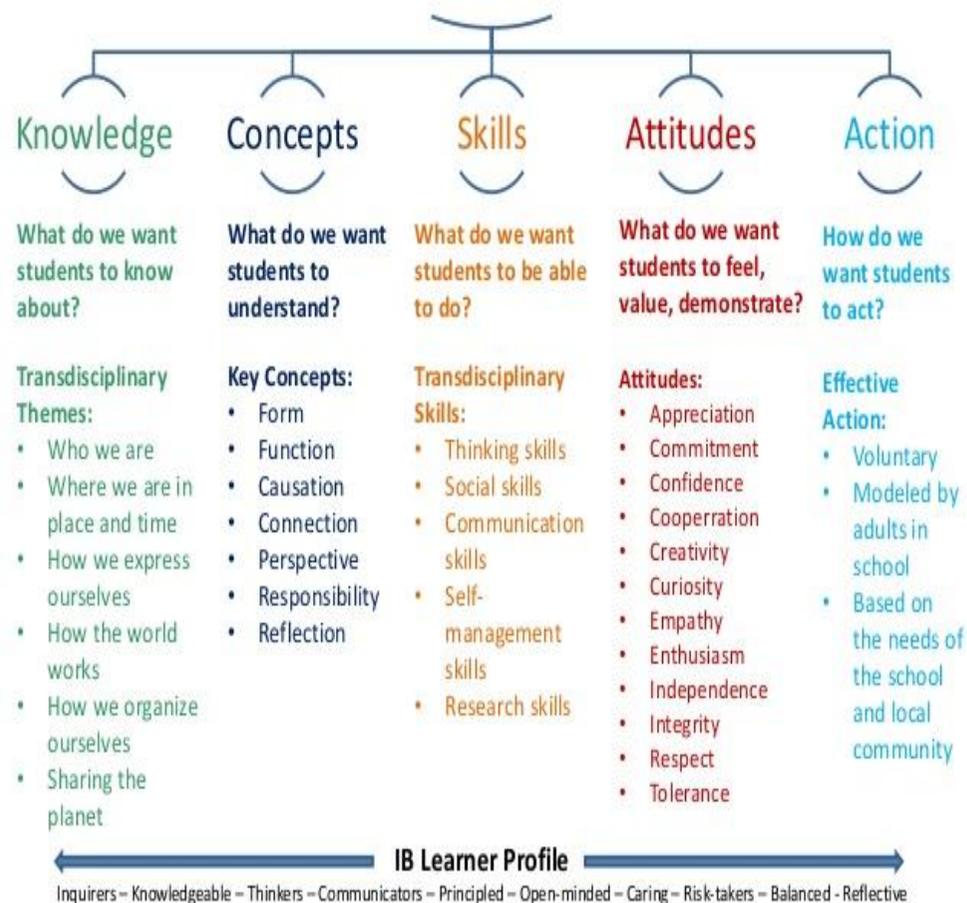
IB Learner Profile

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.



Five Essential Elements of the PYP

The 5 Essential Elements of PYP



Six Transdisciplinary Themes

PYP Transdisciplinary Themes

<p>Who we are <i>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.</i></p>	<p>How the world works <i>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.</i></p>
<p>Where we are in place and time <i>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.</i></p>	<p>How we organize ourselves <i>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.</i></p>
<p>How we express ourselves <i>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.</i></p>	<p>Sharing the planet <i>Inquiry into rights and responsibilities in the struggle to share finite resources with other people and with other living things; communities and the relationship within and between them; access to equal opportunities; peace and conflict resolution.</i></p>

Within each transdisciplinary theme, the PYP's written curriculum emerges out of a series of essential elements, which are in part planning guidelines and in part desired learning outcomes.

The IB Learner Profiles

Inquirers	They develop their natural curiosity. They acquire the skills necessary to conduct inquiry and research and show independence in learning. They actively enjoy learning and this love of learning will be sustained throughout their lives.
Knowledgeable	They explore concepts, ideas and issues that have local and global significance. In so doing, they acquire in-depth knowledge and develop understanding across a broad and balanced range of disciplines.
Thinkers	They exercise initiative in applying thinking skills critically and creatively to recognize and approach complex problems, and make reasoned, ethical decisions.
Communicators	They understand and express ideas and information confidently and creatively in more than one language and in a variety of modes of communication. They work effectively and willingly in collaboration with others.
Principled	They act with integrity and honesty, with a strong sense of fairness, justice and respect for the dignity of the individual, groups and communities. They take responsibility for their own actions and the consequences that accompany them.
Open-minded	They understand and appreciate their own cultures and personal histories, and are open to the perspectives, values and traditions of other individuals and communities. They are accustomed to seeking and evaluating a range of points of view, and are willing to grow from the experience.
Caring	They show empathy, compassion and respect towards the needs and feelings of others. They have a personal commitment to service, and act to make a positive difference to the lives of others and to the environment.
Risk-takers	They approach unfamiliar situations and uncertainty with courage and forethought, and have the independence of spirit to explore new roles, ideas and strategies. They are brave and articulate in defending their beliefs.
Balanced	They understand the importance of intellectual, physical and emotional balance to achieve personal well-being for themselves and others.
Reflective	They give thoughtful consideration to their own learning and experience. They are able to assess and understand their strengths and limitations in order to support their learning and personal development.

The PYP Curriculum Model

The Primary Years Programme presents schools with a comprehensive plan for high quality, international education.

It provides schools with a curriculum framework of essential elements — the knowledge, concepts, skills, attitudes, and action that young students need to equip them for successful lives, both now and in the future.

Schools work with the five elements to construct a rigorous and challenging primary curriculum for international education.

The PYP aims to create a curriculum that is engaging, relevant, challenging and significant for learners in the 3–12 age range. The curriculum is transdisciplinary, meaning that it focuses on issues that go across subject areas.

The PYP is organized according to:

- [The written curriculum](#), which explains what PYP students will learn
- [The taught curriculum](#), which sets out how educators teach the PYP
- [The assessed curriculum](#), which details the principles and practice of effective assessment in the PYP



The IB Primary Years Programme

The IB Primary Years Programme (PYP) for children aged 3-12 (TD II- Grade 5) nurtures and develops young students as caring, active participants in a lifelong journey of learning. With the IB PYP at JISK, we are committed to structured inquiry as the vehicle for learning.

- Six Transdisciplinary themes provide the framework for exploration and construction of knowledge.
- Teachers and students are guided by these Transdisciplinary themes —as the design units of inquiry for exploration and study.
- Through this process, students develop an understanding of important concepts, acquire essential skills and knowledge, develop particular attitudes and learn to take socially responsible action.

Transdisciplinary - This is the word that the IB uses to describe a discipline that applies across all disciplines – it is interconnectedness and can be applied across all subjects and applied to real life.

PYP educators at **JISK** devote a great deal of time and thought to thorough and meticulous curriculum planning, which is the essential prerequisite for the PYP programme. Classroom teachers will integrate subjects that connect naturally into units of inquiry, ensuring that students can see both the connections between subjects and the relevance of each subject to their lives.