

## MISSION

We challenge, inspire and empower learners to develop their unique potential in our changing world.

## VISION AND VALUES

We will lead the way toward a sustainable future. We value balance, resilience, respect, innovation & courage

## DEFINITION OF LEARNING

We learn when we build and apply new understandings and skills in a variety of contexts. These learning principles guide our teaching: Learners at the center, learners are unique, learners have emotions, learners have potential, learners are collaborative, learners make connections, and learners are reflective.



Develop a passion for learning. If you do, you will never cease to grow.  
– Anthony J. D'Angelo

## THE IB CONTINUUM

The transformative nature of the PYP lies in its commitment to student learning in a transdisciplinary context, embedded in the curriculum framework and connected across key elements of the programme. It is a fundamental PYP belief that for early and primary years learners, continuous integration and connection of prior and new knowledge and experiences is the most meaningful way to broaden their understandings about the world. IB curriculum framework is broad, balanced, conceptual and connected.

## CONCEPT BASED, INQUIRY DRIVEN

The PYP offers an inquiry-based approach to learning and teaching. It provides an internationally designed model and incorporates guidelines on student learning styles, teaching methodologies and assessment practices. The curriculum framework comprises of three interrelated parts:

- 1 What do we want to learn?
- 2 How best will we learn?
- 3 How will we know what we have learned?

Concept-based inquiry is a powerful vehicle for learning that promotes meaning and understanding, and challenges students to engage with significant ideas. This is central to the Primary Years Programme (PYP) philosophy. Purposeful inquiry is supported by a concept-driven curriculum. A concept-driven curriculum is the means through which students develop their conceptual understandings. They learn to recognize patterns and see the connections between discrete examples to strengthen conceptual understandings.

## CURRICULUM STANDARDS

Our PYP curriculum at VIS is based on international curriculum standards, for each subject group. The understandings which make up these standards are developed through the framework and scope and sequence documents of the IB PYP.

## WHAT IS THE IB PYP?

The curriculum is based on, and authorized by, the International Baccalaureate Primary Years Programme. The Primary Year Programme (PYP) is an international curriculum framed for students between the ages of 3 and 12 years. It is a transdisciplinary programme focusing on the total growth of the developing child, touching hearts as well as minds and encompassing social, physical, emotional and cultural needs in addition to academic welfare.

## IB PYP SUBJECT GROUPS

The PYP incorporates 5 essential elements: concepts, skills, attitudes, action and knowledge. Students explore six subject areas: language; social studies; mathematics; science; the arts - music, visual arts, dance and drama; and personal, social and physical education. The teaching of additional languages other than English is encouraged in order to support the international perspective of the curriculum.

- » Language
- » Social Studies
- » Mathematics
- » Science
- » The Arts - Music, Art, Dance, Drama
- » Social & Physical Education

## IB PYP ORGANIZING THEMES

When first designing the PYP curriculum framework, the developers considered different approaches to organize the curriculum. In an effort to identify what 3–12-year-old students need to know and that could, at the same time, address globally significant issues. The transdisciplinary themes form the context in which the curriculum operates are:

- » 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