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What is IB?

IB stands for International Baccalaureate. Baccalaureate is defined as educational requirements set by standards and international would mean, used by people of many nations. IB consists of three programs. The Primary Years Program (PYP) is for children ages 3-12; the Middle Years Program (MYP) which is for ages 11-16, and the Diploma Program (DP) for students aged 16-19. The IB mission is to develop inquiring, knowledgeable and caring young people who help create a better and more peaceful world through intercultural understanding and respect. For more information about IB please visit the IBO website www.ibo.org/

What makes IB unique?

IB offers a continuum of education, consisting of three programs for students aged 3 to 19 and has a reputation for high quality education sustained for over 35 years. These programs encourage international-mindedness and citizenship skills in IB students. To do this, we believe that students must first develop an understanding of their own cultural and national identity. IB encourages a positive attitude to learning by encouraging students to ask challenging questions, critically reflect, develop research skills, learn how to learn and participate in community service.

Do students have to be tested to enter the Quail Run PYP program?

PYP is an inquiry-based program (see #5) designed for all students regardless of academic ability. Students wishing to attend Quail Run need to live within our attendance boundaries or be accepted during the annual open enrollment period each October through December. Please see our district website for

more information regarding open enrollment.

How was the IB PYP curriculum for Quail Run created?

IB does not provide curriculum, but does have a set of guidelines used to assist schools in creating learning opportunities for students. Each grade level created six units that correlate to the PYP Transdisciplinary Themes (see #7). Quail Run teachers used the AZ State Standards as a starting place for choosing appropriate subject matter for their grade level. The staff at Quail Run spent many hours and continues to spend time working to create opportunities for students to learn through inquiry. For more information contact our PYP coordinator: drubey@pvschools.net or 602.449.4400.

What is inquiry?

Inquiry is defined as an investigation to seek for information and knowledge. The inquiry process leads students to develop and construct their own understanding of concepts presented. We want students to understand that learning is about generating one's own questions related to personal experience and real-life application, and then looking for answers, which in turn may generate new and more complex questions in need of answers, thus making them lifelong learners.

What makes QR different from other elementary schools in Arizona?

Quail Run is different from other elementary schools because we have worked to develop our POI (Program of Inquiry) on inquiry-based instruction. There is a profound dedication by Quail Run staff to work together to assist students who will become international thinkers and who understand how to apply problem solving techniques to local and global issues.

Highly qualified teachers and staff at Quail Run work with students through the six themes of guided inquiry (see #7). We assist students in understanding what their relationships and responsibilities are toward the new information and knowledge that they are acquiring.

What is a POI? What are Transdisciplinary Themes?

POI stands for Program of Inquiry and it is the overall plan for instruction in a PYP school. The POI is developed under the six-transdisciplinary themes listed here:

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.

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.

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.

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 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.

What makes QR international or global?

All PYP schools are expected to use an inquiry-based model of instruction. We encourage students to make connections between their current understanding of a concept to new knowledge, and we strive to help children become adept at problem solving and reasoning skills. We want children to consider how the concepts learned in class would relate to other children or people around the world.

How does IB positively impact our community/society?

We encourage students to become lifelong learners, citizens of the world, and to take action when questions arise. We want to help children become self-directed learners empowered to take responsibility for their work and encouraged to reflect on

their learning with peers, teachers and their families.

Is the PYP an honors or gifted program?

No, please see answer for #3. Quail Run does offer pullout-gifted classes for 5th and 6th graders in Math. All other grade levels have adopted the Paradise Valley School District clustering program that has identified gifted students placed in one or two classrooms with their teacher offering additional instruction as needed. We do believe that our program supports the thinking, problem solving and reasoning skills needed to develop internationally minded children who, recognizing their common humanity and shared guardianship of the planet, help to create a better and more peaceful world

Did teachers receive training for this program?

All teachers have received a minimum of 15 hours of training in the components of the IB program and continue to gain knowledge and support as we work to improve the units of inquiry. We have a coordinator who provides ongoing training and there is an expectation of continuous training within the IB guidelines.

Does the curriculum differ from other curriculums?

Quail Run teachers developed the Program of Inquiry (POI) units based on the Arizona State Standards. The difference in our curriculum is the inquiry-based component tied to each POI, as well as the questioning, inquiry and research activities.

How do teachers cover the state standards?

The POI units were written to correspond with the AZ State Standards. Most of our units were written to include Social Studies and Science standards and several grade levels have included Reading and Writing standards. Currently most of the Math standards are taught as separate units, but we are always looking for ways to increase inquiry instruction in all academic subject areas.

How do teachers grade inquiry?

Our formative and summative assessments are graded through teacher or student developed rubrics. Whenever appropriate developmentally the rubrics are known to the children at the beginning of an assessment task.

How do I know what my child is learning?

Our POI is posted in the office area of Quail Run and many grade levels send newsletters announcing new units of study. Instruction in other subject areas is guided by the Paradise Valley School District curriculum maps. Our teachers are always available to share information regarding your child's education and would happily answer any questions you might have about current learning.

How can I support my child and his/her education?

The best way for you to support your child is to make yourself available! Turn phones and other media devices off and devote a minimum of 30 minutes per day to talking with your child.

Create a quiet place for your child to complete homework (away from TV and younger siblings), offer your assistance as needed

and then look over the finished work. Discuss questions you might have about how answers were chosen as you guide your child in learning best how to study.

It is also important to ask your child specific questions about their day (avoiding “How was your day?” or generalized questions). Know the current unit and ask detailed questions: “How are you doing with learning fractions in Math?” or “What do you know about the position of the moon?”

Share your positive and negative experiences regarding school so that your child realizes that we all have strengths and weaknesses and occasionally need help in some areas.

Learn the IB Learner Profile and Attitude vocabulary and include these in your discussions with your child about the kind of person you expect them to become.

Join the PTA, volunteer in your child’s classroom, offer your services as a speaker for classrooms, attend IB informational meetings, ask questions about how you can help.

Read daily with your child. You are your child’s first example! Show your child the importance of reading by sharing your favorite childhood stories. Develop your child’s enjoyment of a good story by reading picture books or chapter books together.

Is there more outside work required at a PYP school?

As our POI units are inquiry based most work is completed during the school day. We have noticed that many children will continue to research topics at home and will ask parents questions as they seek to deepen their understanding of

material explored during class time.

How are the Special Area teachers impacted?

The Special Area teachers are working to incorporate their curriculum with many of the POI units. Each of them has studied the units and made suggestions about how their curriculum might support a particular unit. They are also encouraged to explore the inquiry-based method of instruction and make changes to their programs as they gain new knowledge.

Where does Math fit in the IB curriculum?

Math is currently a “stand alone” program, which means we have planned Math instruction time each day. Teachers work to use the inquiry process whenever possible and often find ways to introduce Math units through an inquiry activity, but much of our math instruction is done as separate instruction. We continually study our instructional methods and may change how we provide learning experiences in Math.

What is the relationship between PYP, MYP and the Diploma program?

Please refer to questions 1 & 2 above or contact Vista Verde Middle School:

<https://sites.google.com/a/pvlearners.net/vvms-homepage/> or

North Canyon High school:

<https://sites.google.com/a/pvlearners.net/nchs/>

What is Exhibition?

Exhibition is the process 6th graders complete to showcase their learning of various components of the IB program. The students will create a POI with the guidance of their teachers. The process includes researching a topic or concern, developing and undertaking a plan of action regarding the topic or area of concern, and presenting the research and action plan to others.

How is the IB attitudes and Learner Profile integrated into discipline and citizenship?

This is currently a work in progress for the Quail Run community. Please check back to see how we develop the integration of the IB Learner Profile and Attitudes with our school rules and student expectations.

What are the IB attitudes?

While recognizing the importance of knowledge, concepts and skills, these alone do not make an internationally minded person. The development of personal attitudes towards people, the environment, learning, and attitudes that contribute to the well-being of the individual and of the group is also vital. Students should demonstrate:

Appreciation – appreciating the wonder and beauty of the world and its people.

Commitment – being committed to their own learning, preserving and showing self-discipline and responsibility.

Confidence – feeling confident in their ability as learners, having the courage to take risks, applying what they have learned and making appropriate decisions and choices.

Cooperation – cooperating, collaborating, and leading or

following as the situation demands.

Creativity – being creative and imaginative in their thinking and in their approach to problems and dilemmas.

Curiosity – begin curious about the nature of learning, about the world, its people and cultures.

Empathy – imagining themselves in another's situation in order to understand his or her reasoning and emotions, so as to be open-minded and reflective about the perspectives of others.

Enthusiasm – enjoying learning and willingly putting the effort into the process.

Independence – thinking and acting independently, making their own judgments based on reasoned argument, and being able to defend their judgments.

Integrity – being honest and demonstrating a considered sense of fairness.

Respect – respecting themselves, others and the world around them.

Tolerance – being sensitive about differences and diversity in the world and being responsive to the needs of others.

What is the IB Learner Profile?

The Learner Profile supports the IB program's goal to develop internationally minded children who, recognizing their common humanity and shared guardianship of the planet, help to create a better and more peaceful world. IB learners strive to be:

Inquirers – They develop their natural curiosity and

acquire skills to conduct inquiry, 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 evaluation 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 forethoughts, 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.