

# HANDBOOK FOR PYP PARENTS

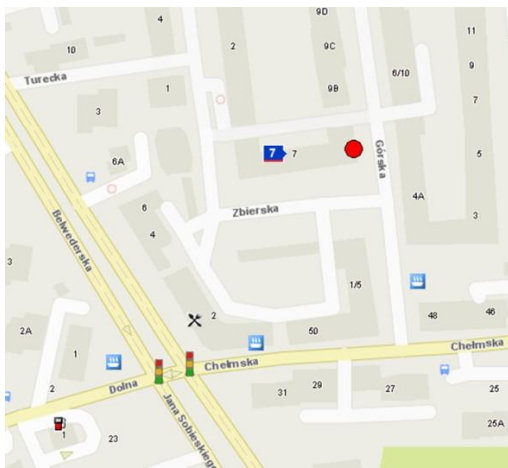
## Monnet International School: Kindergarten

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## CURRENT MISSION STATEMENT

The joy of learning – we provide a friendly, warm and creative environment that encourages learning and individual development.

## PHILOSOPHY AND VISION

The philosophy of Monnet International School reinforces a holistic approach to educating young people to become socially responsible and critically thinking citizens who appreciate the diversity of the world. The school's mission is to awaken students' curiosity so that they can enjoy lifelong learning. A well-designed curriculum allows them to learn how to respect other cultures while expressing their own opinions and ideas.

We focus on young people's development – social, physical, emotional, and cultural – to enhance their academic development.

We define international education as a multi-level, ongoing process that helps students understand and respond to the new challenges posed by the modern world.

This approach to education is a common feature of programs designed in accordance with international standards and teaching methods.

All programs implemented at our school strive to increase student sensitivity to the needs and experiences of others. They also help young people find their place in the international community and develop the desire to be active members of the global community.

## LEARNER PROFILE

IB put an emphasis on personal development of students and teachers. They confirm that knowledge and skills are important, however, they are insufficient to raise a citizen of XXI century. Therefore, they suggest forming certain attitudes toward people, environment and education which enable development of a person equipped with attributes of the Learner Profile.

**Inquirers** We nurture our curiosity, developing skills for inquiry and research. We know how to learn independently and with others. We learn with enthusiasm and sustain our love of learning throughout life.

**Knowledgeable** We develop and use conceptual understanding, exploring knowledge across a range of disciplines. We engage with issues and ideas that have local and global significance.

**Thinkers** We use critical and creative thinking skills to analyze and take responsible action on complex problems. We exercise initiative in making reasoned, ethical decisions.

**Communicators** We express ourselves confidently and creatively in more than one language and in many ways. We collaborate effectively, listening carefully to the perspectives of other individuals and groups

**Principled** We act with integrity and honesty, with a strong sense of fairness and justice, and with respect for the dignity and rights of people everywhere. We take responsibility for our actions and their consequences.

**Open-minded** We critically appreciate our own cultures and personal histories, as well as the values and traditions of others. We seek and evaluate a range of points of view, and we are willing to grow from the experience.

**Caring** We show empathy, compassion and respect. We have a commitment to service, and we act to make a positive difference in the lives of others and in the world around us.

**Risk-takers** We approach uncertainty with forethought and determination; we work independently and cooperatively to explore new ideas and innovative strategies. We are resourceful and resilient in the face of challenges and change.

**Balanced** We understand the importance of balancing different aspects of our lives—intellectual, physical, and emotional—to achieve well-being for ourselves and others. We recognize our interdependence with other people and with the world in which we live.

**Reflective** We thoughtfully consider the world and our own ideas and experience. We work to understand our strengths and weaknesses in order to support our learning and personal development

## OUR CURRICULUM

**PYP is an international educational framework** designed for students aged 3 to 12. Within it, students inquire six transdisciplinary themes of global significance:

*Who we are*

*Where we are in place and time*

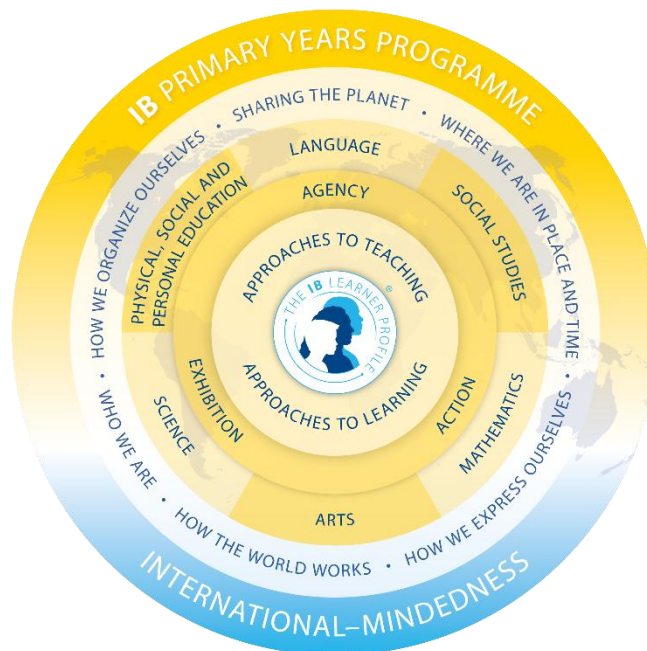
*How we express ourselves*

*How the world works*

*How we organize ourselves*

*Sharing the planet*

Within the IB Primary Years Programme there are six subject areas: language, social studies, mathematics, arts, science and personal, social and physical education. During the teaching and learning process the emphasis is put on providing students with possibilities to inquire on their own. The goal of the PYP is to prepare students to be inquirers not only in the classroom, but also in the world outside, as well as to make them responsible for the learning process and become lifelong learners. Students learn to think creatively and independently, develop the feeling of membership and responsibility for themselves and others. They also receive support which is vital to establish their own value system which will become a basis of tolerance and open-mindedness towards cultural diversity of the world. The PYP is flexible enough to provide students with the possibility to adjust it to the requirements of the national curriculum as well as to prepare students for continuing their education within the IB Middle Years Programme.



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The key element of the Primary Years Programme is ACTION which is defined as a thoughtful and purposeful activity done by a student. Every student has - created by teachers – opportunities for voluntary involvement in action taken individually or cooperatively with other students. Such action taken for others' well-being leads to self and social development. It is also conducive to improvement of skills, such as cooperation, conflict solving and critical thinking. Action which takes place outside the classroom is seemed to be truly significant because it proves interiorizing attitudes and Learner Profile attributes.

## CONFERENCES

To promote information exchange between teachers, students and parents the kindergarten and the primary school organize conferences. There are several types of the conferences:

TEACHER-STUDENT CONFERENCE aims to provide a student with feedback in a way that they are able to reflect on their work and develop their skills. Such conferences occur individually and frequently.

TEACHER-PARENT(S) CONFERENCE is designed to give parents information about the student's progress, development and needs as well as about the PYP framework. Teacher is able to gather background information, answer parent's questions and help define their role in the learning process. Parents should provide a teacher with a cultural context of the student's learning.

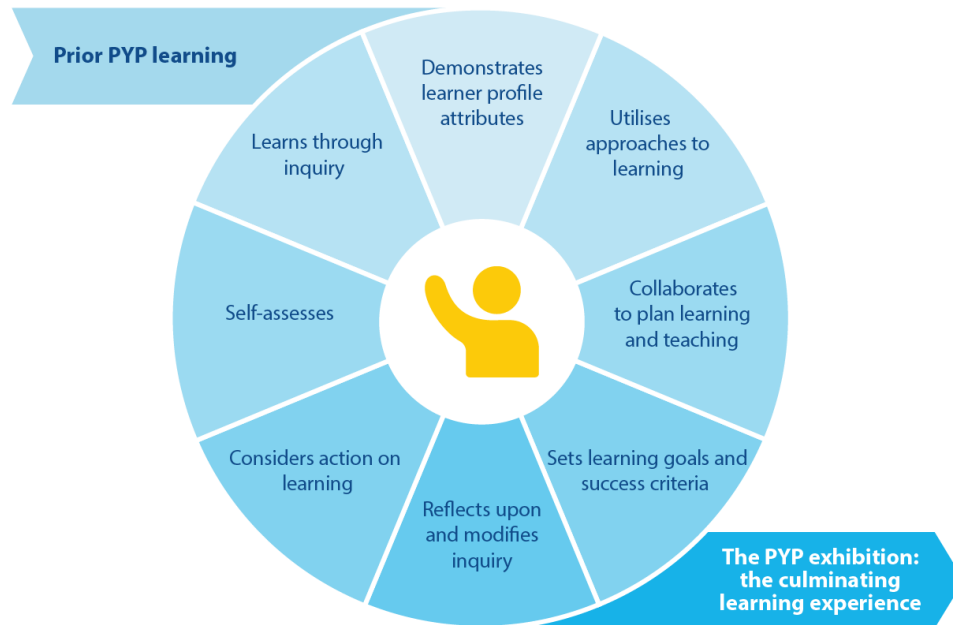
THREE-WAY CONFERENCE engages a student, parents and a teacher. During the three-way conference students present their level of understanding and reflect on pieces of work made by them.

STUDENT-LED CONFERENCE engages a parent, a student and a teacher (kindergarten) and a parent and a student (primary school). A teacher and a parent should show support during and after the conference so that a student is able to draw conclusions.

## PYP EXHIBITION

In the final year of the PYP, students participate in a culminating project, the PYP exhibition - student-led inquiry into a real-world issue or opportunity that matters to them. The exhibition is a significant event for a student and a PYP school community. It is an opportunity to present the attributes of the learner profile which have been developed throughout their engagement with the PYP. This experience highlights their growing independence as learners and showcases their ability to guide their own learning. Through the exhibition, students apply their personal interests, transdisciplinary thinking, knowledge, conceptual understanding, skills, and the attributes of the IB Learner Profile in meaningful and authentic ways.

### The PYP exhibition



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“The learner” p. 41, Published October 2018, updated December 2018, March 2024, March 2025

## PORTFOLIO

As a PYP school we are obliged to document the teaching and learning process. One of the methods of collecting and storing information is the portfolio. It presents student’s progress and development in the period of time. It enables teachers, students and peers to reflect on strengths and weaknesses of a student as well as set their next educational goals. Portfolios are stored in the classrooms and they are given to students at the end of the educational stage. Students are given unlimited access to look through their portfolios.

## REPORTS

In order to provide parents with information concerning knowledge and skills of a student parents are given reports - twice a year after the first and second semester of the school year.

## LANGUAGE PRACTICES

*The Kindergarten* is bilingual with two languages of instructions: Polish and English. In each age group there are two teachers, namely Polish and English speaking. Polish and English teachers work together while implementing PYP Units of Inquiry. All students, regardless of their mother tongue, are obliged to learn the two languages. None of the languages is given preferential status. It is expected that all students will make progress in the range of both languages.

In our *Primary School* there are two languages of instruction: Polish and English. In each grade classes, included in teaching time, are run by teachers speaking both Polish and English. Teachers use their discretion in terms of choosing activities given in each language however, they have to make sure that students are provided with more or less the same amount of time of activities in both Polish and English. All students, regardless of their mother tongue, are obliged to learn the two languages. None of the languages is given preferential status. It is expected that all students will make progress in the range of both languages.