



monnet international school

IB no 1483

IB Diploma Programme

IB Middle Years Programme

IB Primary Years Programme

MONNET INTERNATIONAL SCHOOL

HANDBOOK FOR PYP PARENTS

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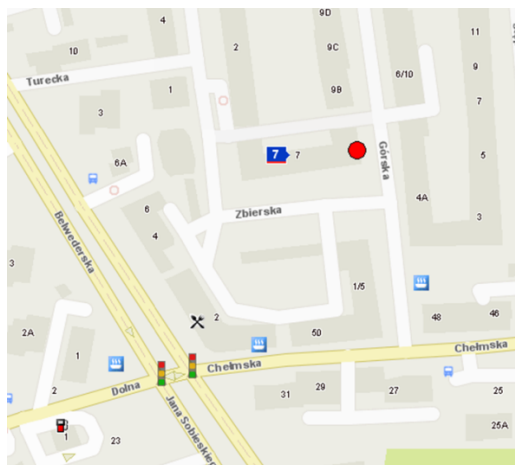
Monnet International School: Kindergarten

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MISSION STATEMENT

Our school's philosophy emphasises an interdisciplinary approach to educate students to become socially responsible and critically aware citizens, who are aware of the world's diversity. Our mission is to develop our students' curiosity, so that they can become lifelong learners. Our well-balanced curriculum permits the students to learn how to respect different cultures as well as support our own opinions and ideas. We focus on students' development - social, physical, emotional, and cultural, in addition to their academic welfare. We define international education as a multilevel ongoing process that helps pupils to understand and to respond to the nearest future to new challenges posed by the contemporary world. It combines programmes created in accordance with international standards and teaching methods. All programmes implemented in our school are designed to increase children's sensitivity to other people's needs. These methodologies will also help young people to find their place in our international community, and develop their interest in being active members of a global society. We aim to develop in students:

- sensitivity to the experiences of others,
- the characteristics listed in the student profile described by the IBO,
- the attitudes that are an explicit element of the programme,
- the expectation of a socially responsible action as a result of the learning experience.

LEARNER PROFILE

IB programmes 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 develop their natural curiosity. We acquire the skills necessary to conduct inquiry and research and show independence in learning. We actively enjoy learning and this love of learning will be sustained throughout our lives.



Knowledgeable We explore concepts, ideas and issues that have local and global significance. In so doing, we acquire in-depth knowledge and develop understanding across a broad and balanced range of disciplines.

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Thinkers We exercise initiative in applying thinking skills critically and creatively to recognize and approach complex problems, and make reasoned, ethical decisions.



Communicators We understand and express ideas and information confidently and creatively in more than one language and in a variety of modes of communication. We work effectively and willingly in collaboration with others.



Principled We act with integrity and honesty, with a strong sense of fairness, justice and respect for the dignity of the individual, groups and communities. We take responsibility for our own actions and the consequences that accompany them.



Open-minded We understand and appreciate their own cultures and personal histories, and are open to the perspectives, values and traditions of other individuals and communities. We are accustomed to seeking and evaluating a range of points of view, and are willing to grow from the experience.



Caring We show empathy, compassion and respect towards the needs and feelings of others. We have a personal commitment to service, and act to make a positive difference to the lives of others and to the environment.



Risk-takers We approach unfamiliar situations and uncertainty with courage and forethought, and have the independence of spirit to explore new roles, ideas and strategies. We are brave and articulate in defending our beliefs.



Balanced We understand the importance of intellectual, physical and emotional balance to achieve personal well-being for ourselves and others.



Reflective We give thoughtful consideration to their own learning and experience. We are able to assess and understand their strengths and limitations in order to support their learning and personal development.

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OUR CURRICULUM

PYP is an international educational programme designed for students aged 3 to 12. In the programme 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, mathematics, science, social studies, 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 programme 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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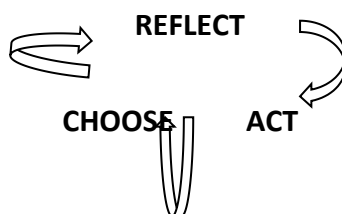
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The key element of the Primary Years Programme is ACTION which is defined as a thoughtful and purposeful activity done by a student.



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 programme. 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 and a student. A teacher and a parent should show support during and after the conference so that a student is able to draw conclusions.

EXHIBITION

In the final year of the PYP, students participate in a culminating project, the PYP exhibition. This requires students to demonstrate their engagement with the five essential elements of the programme: knowledge, concepts, skills, attitudes and action. 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.

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,

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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.

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