

Glossary of Terms and Acronyms

International Baccalaureate Primary Years Programme: A Transdisciplinary Curriculum

Action Cycle: *How do we want students to act?*

The IB believes that an international education is more than academic achievement. Individuals are also expected to take thoughtful and appropriate action. There are three parts to the PYP action cycle: Reflect (think), Choose (feel), and Act (do).

Attitudes: *What do we want students to feel?*

The IB believes that the following 12 attitudes need to be modeled, encouraged, and fostered by everyone. We want students to develop: appreciation, commitment, confidence, cooperation, creativity, curiosity, empathy, enthusiasm, independence, integrity, respect and tolerance.

Assessment: *How will we know what we have learned?*

The IB believes that assessment is integral to all teaching and learning. Assessment is the gathering of information about what students know, understand, can do and feel at different stages in the learning process. There are four kinds of assessment: pre-assessment is used at the beginning of a unit or concept to assess what students know. Formative assessment includes observation, checklists, quizzes and tests that occur on a continuous basis to inform student learning. Summative assessment is used at the end of a unit or concept to evaluate learning and understanding of concepts. Student self-assessment is when a student reflects on his/her own learning and sets goals.

Concepts: *What do we want students to understand?*

The IB structures the PYP curriculum around important concepts or BIG IDEAS. PYP uses a cluster of 8 concepts which help to ensure assessments are geared towards the enduring understanding of the big ideas. The 8 key concepts are: form, function, causation, change, connection, perspective, responsibility and reflection.

DP: Diploma Programme – IB programme for students aged 16 - 19

IB: International Baccalaureate Organization

Learner: The IB believes that everyone is a learner... young and old, children and adults in the school community.

Learner Profile: The IB believes that everyone strives towards developing an international person by everything in the school contributing to the development and success of the 10 attributes described in the learner profile: IB learners strive to be: inquirers, thinkers, communicators, risk-takers, knowledgeable, principled, caring, open minded, balanced and reflective.

MIH or MTPYPH: This is a document called Making the PYP Happen and all PYP schools have it. Making the PYP Happen describes the curriculum framework and is intended to be a practical help to teachers and administrators. It is an in-depth guide to all aspects of teaching and learning.

MYP: Middle Years Programme – IB programme for students aged 12 - 16

POI: Programme of Inquiry – this is a term for the completed transdisciplinary curriculum matrix that is posted in a significant place in the school and available to the IB and all the people in the school community. There are 6 Transdisciplinary Themes and each grade level completes a *unit of inquiry* each year in each of these 6 areas. The Transdisciplinary Themes are: Who we are, Where we are in place and time, How we express ourselves, How the world works, How we organize ourselves and Sharing the planet.

PYP: Primary Years Programme – IB programme for students aged 3 – 12

Transdisciplinary Skills: *What do we want students to be able to do?*

The IB believes that students need to master a whole range of skills beyond basic skills. There are 5 transdisciplinary skill areas listed and described: Social skills, Thinking skills, Research skills, Communication skills, and Self-management skills.

Unit of Inquiry: The 6 – 8 week in-depth unit of study; derives from the school's Programme of Inquiry.