

# LEADING INTERNATIONAL EDUCATION IN DELHI

with



## International Baccalaureate Primary Years Programme (IB PYP)



**NORTH DELHI'S FIRST IB PYP - CBSE SCHOOL**



**Mount Abu Public School**

Sector - 5, Rohini, New Delhi - 110085

**Mount Abu**  
**junior**



**VISION**  
**21st Century**  
Redefining The Future



# VISION

## 21st Century

Redefining The Future

*Together building a community of  
"Future Ready Global Citizens"*

**21<sup>st</sup> Century skills :**  
A framework for success in life



**Cognitive Development :**  
The science of knowing and the  
art of learning



**Excellence in all we do,  
and all we are :**  
Opening up a world of opportunity



**Global Citizenship :**  
Together for sustainable future





# The Primary Years Programme: Preparing students to be active participants in a lifelong journey of learning

## What is an IB education?

The IB continuum of international education for 3 to 19 years old is unique because of its academic and personal rigour. We challenge students to excel in their studies and in their personal growth. We aim to inspire a quest for learning throughout life that is marked by enthusiasm and empathy.

The IB aspires to help schools develop well-rounded students with character who respond to challenges with optimism and an open mind, are confident in their own identities, make ethical decisions, join with others in celebrating our common humanity and are prepared to apply what they learn in real-world, complex and unpredictable situations.

**The IB offers high-quality programmes of international education that share a powerful vision. Informed by the values described in the learner profile, an IB education:**

- **focuses on learners** - the IB's student-centred programmes promote healthy relationships, ethical responsibility and personal challenge
- **develops effective approaches to teaching and learning** - IB programmes help students to develop the attitudes and skills they need for both academic and personal success
- **works within global contexts** - IB programmes increase understanding of languages and cultures, and explore globally significant ideas and issues
- **explores significant content** - IB programmes offer a curriculum that is broad and balanced, conceptual and connected.

IB learners strive to become inquirers, knowledgeable, thinkers, communicators, principled, open-minded, caring, risk-takers, balanced and reflective. These attributes represent a broad range of human capacities and

## What is the IB Primary Years Programme (PYP)?

The PYP is designed for students aged 3 to 12. It focuses on the development of the whole child as an inquirer, both in the classroom and in the world outside. It is a framework guided by six transdisciplinary themes of global significance, explored using knowledge and skills derived from six subjects areas, as well as transdisciplinary skills, with a powerful emphasis on inquiry.

The PYP is flexible enough to accommodate the demands of most national or local curriculums and provides the best preparation for students to engage in the IB Middle Years Programme.

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## The IB Primary Years Programme

- addresses students' academic, social and emotional well-being
- encourages students to develop independence and to take responsibility for their own learning
- supports students' efforts to gain understanding of the world and to function comfortably within it
- helps students establish personal values as a foundation upon which international-mindedness will develop and flourish.

## The six subject areas identified within the IB Primary Years Programme:

- |               |                                           |
|---------------|-------------------------------------------|
| • language    | • social studies                          |
| • mathematics | • arts                                    |
| • science     | • personal, social and physical education |

## The most significant and distinctive feature of the IB Primary Years Programme are the six transdisciplinary themes

These themes provide IB World Schools with the opportunity to incorporate local and global issues into the curriculum and effectively allow students to "step up" beyond the confines of learning within subject areas.

### • Who We Are

Inquiry into the nature of the self; beliefs and values; person, 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

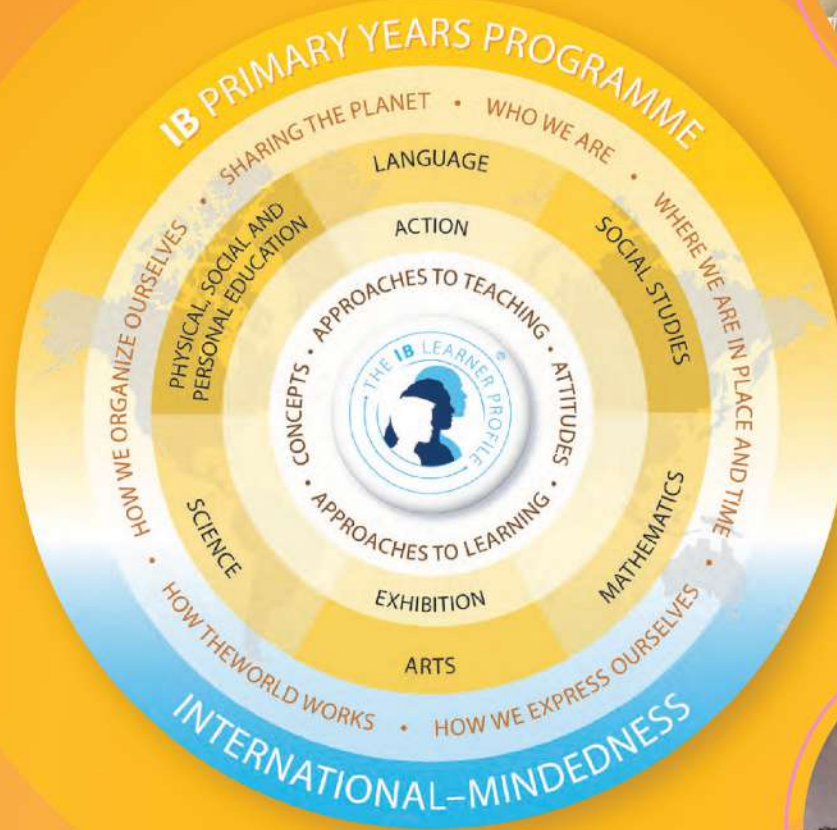
Inquiry into orientation in place and time; personal histories; homes and journeys; the discoveries, explorations and migrations of humankind; the relationship between and the interconnectedness of individuals and civilizations, from local and global perspectives

### • How We Express Ourselves

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

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

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

Inquiry into rights and responsibilities in the struggle to share finite resources with other people and other living things; communities and the relationship within and between them; access to equal opportunities; peace and conflict resolution.

Each theme is addressed each year by all students. (Students aged 3 to 5 engage with four of the themes each year.)

In addition all PYP students have the opportunity to learn more than one language from the age of seven.

These transdisciplinary themes help teachers to develop a programme of inquiries—investigations into important ideas, identified by the schools, and requiring a high level of involvement on the part of the students. These inquiries are substantial, in-depth and usually last for several weeks.

Since these ideas relate to the world beyond the school, students see their relevance and connect with it in an engaging and challenging way. Students who learn in this way begin to reflect on their roles and responsibilities as learners become actively involved with their education. All students will come to realize that a unit of inquiry involves them in in-depth exploration of an important idea, and that the teacher will collect evidence of how well they understand that idea. They will be expected to be able to work in a variety of ways, on their own and in groups, to allow them to learn to their best advantage

"With International Baccalaureate Primary Years Programme (IB PYP) to our school, we aim to nurture inquisitive and compassionate learners. The IB PYP empowers students with essential life skills and a deep understanding of the world, preparing them for success in an ever-changing future. The students are now more independent as they explore, inquire and grow as individuals who embrace challenges and celebrate diversity. This globally recognised programme enhances the educational experience for our students, enabling them to excel and thrive in the 21st century as we embark on a journey of excellence and innovation."

Principal, Ms. Jyoti Arora, Mount Abu Public School, India



## PYP Exhibition

The Exhibition is an important part of the PYP for all students. In the final year of the programme, students undertake a collaborative, transdisciplinary inquiry process that involves them in identifying, investigating and offering solutions to real-life issues or problems. As the culminating experience of the PYP, the Exhibition offers students an exciting opportunity to demonstrate independence and responsibility for their own learning.

## Quality assurance and professional development

Any school, or group of schools, wishing to offer one or more IB programmes as an IB World School must first be authorized. The requirements are the same for all schools, and the procedure is designed to ensure that schools are well prepared to implement the programme successfully. All IB World Schools are required to participate in an ongoing process of review and development, using the same programme standards and practices.

As part of its ongoing commitment to the development of a highly skilled global learning community, the IB provides a wide range of high-quality professional development opportunities to help new, experienced and expert school leaders and educators understand, support, and successfully deliver IB programmes reflecting IB standards and practices.

## The IB Mission

The International Baccalaureate aims to develop inquiring, knowledgeable and caring young people who help to create a better and more peaceful world through intercultural understanding and respect.

To this end, the organization works with schools, governments and international organizations to develop challenging programmes of international education and rigorous assessment.

These programmes encourage students across the world to become active, compassionate and lifelong learners who understand that other people, with their differences, can also be right.

**All of this is captured in our mission statement:**

- ★ The International Baccalaureate® aims to develop inquiring, knowledgeable and caring young people who help to create a better and more peaceful world through intercultural understanding and respect.

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# IB learner profile

**The aim of all IB programmes is to develop internationally minded people who, recognizing their common humanity and shared guardianship of the planet, help to create a better and more peaceful world.**

**As IB learners we strive to be:**

### 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 analyse 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.

**The IB learner profile represents 10 attributes valued by IB World Schools. We believe these attributes, and others like them, can help individuals and groups become responsible members of local, national and global communities.**





## School Curriculum

School Level	Curriculum Pathway	Learner Profile
Junior School	IB PYP based early years education	Inquirers, Knowledgeable, Thinkers, Communicators, Principled, Open-Minded, Caring, Risk-Takers, Balanced and Reflective
Primary School	IB PYP practices in context of National Curriculum Framework	Inquirers, Knowledgeable, Thinkers, Communicators, Principled, Open-Minded, Caring, Risk-Takers, Balanced and Reflective
Middle School	21st Century CBSE Education based on skill-based pedagogies and assessment policy	Communicators, Critical-Thinkers, Creative and Collaborators aiming to develop strong foundation for holistic excellence.
Senior School	Pedagogies and Assessment Policy promoting academic excellence in CBSE assessments	Skilled and Smart Global Citizens aiming to excel in academics to begin a career of their own choice.



## Junior PYP Exhibition 2022-23





# Primary PYP Exhibition 2022-23



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