



مدرسة الإمارات الدولية
Emirates International Schools

DISCOVERING THE PYP *at* EISM

Empowering Learners for Life



INTRODUCING THE PRIMARY YEARS PROGRAMME (PYP)

at EISM

Preparing students to be active participants
in a lifelong journey of learning.

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 subject areas, as well as transdisciplinary
skills, with a powerful emphasis on inquiry.

THE PYP IS GUIDED BY
6 TRANSDISCIPLINARY THEMES



PHILOSOPHICAL AND PEDAGOGICAL UNDERPINNINGS OF THE PYP



1. INTERNATIONAL MINDEDNESS

At the core of the IB is the mission of developing international mindedness in the learning community, which comes alive through the learner profile. The learner profile aims to instill traits that cover a range of cognitive, social, emotional, and personal attributes. From early years, students learn to be open-minded, considerate of different perspectives and cultures and to actively engage with global issues.



2. AGENCY

Students are at the centre of the learning process—with agency through voice, choice, and ownership. Their opinions about what and how they learn, are valued, making them the co-constructors and co-designers of their learning.



3. TRANSDISCIPLINARY LEARNING

Through its trans-disciplinary approach to learning, the PYP weaves in knowledge, skills, and understandings from different subjects, seamlessly and organically. Students are invited to explore these through the lens of six significant transdisciplinary themes providing a context for real-world issues, making education relevant and engaging.



4. CONCEPTUAL UNDERSTANDING

The PYP emphasizes the development of conceptual understanding, which enables students to delve deeper, beyond knowledge to make connections. They can, thus, engage with global issues and take affirmative action to effect change.



5. PERSONALIZED LEARNING

PYP aims to create self-directed learners, who set their own goals and create their own pathways to becoming lifelong learners. This personalized approach to education helps make learning meaningful and creates balance.



6. APPROACHES TO LEARNING SKILLS (ATL)

Linking all programmes of the IB, a goal of IB education is to arm all learners with skills that will help them negotiate the rapidly changing world. This includes a focused approach to developing social, thinking, research, communication, and self-management skills in the day-to-day life of young PYP learners.

THE BENEFITS OF THE PYP

The PYP develops curious, confident and caring learners who take action and make a positive difference—locally and globally. At EISM, we inspire every child to grow, inquire and thrive.



Inquirers
today



Compassionate
tomorrow



Active in
the world



Creating a better,
more peaceful world

THE IB LEARNER PROFILE

Growing learners. Inspiring a better world.



The IB Learner Profile represents 10 attributes valued by IB World Schools. These attributes, and others like them, can help individuals and groups become responsible members of local, national and global communities.

ATTRIBUTE	WHAT IT MEANS
 INQUIRERS	We nurture our curiosity, develop our skills for inquiry and research and know how to learn independently.
 CARING	We show empathy, compassion and respect. We have a commitment to service, and act to make a positive difference.
 RISK-TAKERS	We approach uncertainty with courage and forethought, and have the independence of spirit to explore new ideas.
 THINKERS	We use critical and creative thinking skills to analyse and take responsible action on complex problems.
 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.
 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.
 BALANCED	We understand the importance of balancing different aspects of our lives—intellectual, physical and emotional—to achieve well-being for ourselves and others.
 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 growth.
 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.
 INTERNATIONAL-MINDED	We respect and celebrate diversity. We seek to understand our interconnected world.



At EISM, we nurture the whole child to become
*confident, compassionate and capable
lifelong learners.*

STUDENT AGENCY AND ACTION IN THE PYP AT EISM

EMPOWERING LEARNERS. INSPIRING ACTION. MAKING A DIFFERENCE.



What is Student Agency?

In the Primary Years Programme (PYP), student agency means that children have voice, choice and ownership in their learning. Students are encouraged to:



share their ideas and opinions,



make meaningful choices,



set goals,



reflect on their learning,



and take responsibility for their actions.

Agency empowers children to become confident, independent and motivated learners who understand that their thoughts and actions can make a difference.



The Three Elements of Agency

1



Voice

Students are encouraged to express their ideas, ask questions, share perspectives and contribute to discussions.

2



Choice

Students are given opportunities to make decisions about aspects of their learning.

3



Ownership

Students take responsibility for their learning, behaviour and growth.



Action in the PYP

Action is a core element of the PYP and happens when students apply their learning in meaningful ways. Through inquiry, students begin to understand that they can make a positive difference to the world around them.

Most importantly, authentic action is student-initiated and meaningful to the learner.

Types of Action



Participation

Joining in and contributing positively to a group or community.



Advocacy

Speaking up for people, issues or causes that matter.



Social Justice

Recognising fairness and taking action to support equality and respect.



Social Entrepreneurship

Creating solutions to real-life problems.



Lifestyle Choices

Making everyday decisions that positively impact well-being and the environment.



How Families Can Support Agency

Families play an important role in nurturing confident, capable and caring learners.

You can support your child by:



- encouraging curiosity and questioning,
- celebrating effort and growth,
- involving children in decisions,
- discussing real-world issues,
- modelling kindness, responsibility and empathy,
- recognising and valuing your child's ideas and actions.



In the PYP, We Believe...

Children are not simply receivers of knowledge, they are active participants in their own learning journey.

Through agency and action, students develop the confidence, skills and understanding needed to become compassionate, responsible and engaged global citizens.



“ When students have agency, they believe in themselves. When they take action, they change the world. ”



CONFIDENT
LEARNERS



INQUIRERS



CARING AND
COMPASSIONATE



RESPONSIBLE
CITIZENS



GLOBAL
THINKERS

THE 7 SPECIFIED CONCEPTS IN THE PYP



In the IB Primary Years Programme (PYP), students develop understanding through inquiry and conceptual learning. The PYP uses 7 specified concepts to help children think deeply, ask meaningful questions and make connections across learning.

These concepts provide a framework for exploring ideas across all subjects and real-life experiences.

1 Form *What is it like?*



Form helps students understand the characteristics, features and properties of something.

Examples of inquiry:

- What are the features of habitats?
- What makes a healthy lifestyle?
- What are the characteristics of different materials?

 At home you might hear:

- "What does it look like?"
- "What are its features?"
- "How is it organised?"

2 Function *How does it work?*



Function focuses on how things operate and the purpose they serve.

Examples of inquiry:

- How do plants grow?
- How does the human body work?
- How do communities function?

 At home you might hear:

- "Why does it work this way?"
- "What is its purpose?"
- "How does it help?"

3 Causation *Why is it like it is?*



Causation helps students understand that actions and events have reasons and consequences.

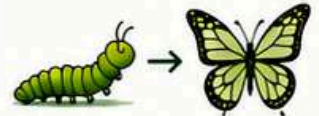
Examples of inquiry:

- What causes pollution?
- Why do weather patterns change?
- How do choices affect well-being?

 At home you might hear:

- "What caused this?"
- "What happened because of it?"
- "What are the consequences?"

4 Change *How is it changing?*



Change focuses on understanding that things develop, transform and evolve over time.

Examples of inquiry:

- How do living things change over time?
- How has technology evolved?
- How do communities develop?

 At home you might hear:

- "How has it changed?"
- "What might happen next?"
- "Why do things change?"

5 Connection *How is it connected to other things?*



Connection helps students understand relationships and links between ideas, people, systems and the world around them.

Examples of inquiry:

- How are people connected globally?
- How do ecosystems depend on one another?
- How does our behaviour affect others?

 At home you might hear:

- "What is this connected to?"
- "How does one thing affect another?"
- "What patterns can we see?"

6 Perspective *What are the points of view?*



Perspective encourages students to understand that people may think, feel and interpret things differently.

Examples of inquiry:

- Why do people have different opinions?
- How do cultures view traditions differently?
- How can we understand another person's perspective?

 At home you might hear:

- "How might someone else see this?"
- "Why do people think differently?"
- "What is another point of view?"

7 Responsibility *What is our responsibility?*



Responsibility encourages students to understand that their choices and actions can make a difference.

Examples of inquiry:

- How can we care for the environment?
- What responsibilities do we have in our community?
- How can we make positive choices?

 At home you might hear:

- "What can we do to help?"
- "What is the right thing to do?"
- "How can our actions make a difference?"

WHY ARE THE SPECIFIED CONCEPTS IMPORTANT?



think critically and creatively

The 7 specified concepts help children:



ask meaningful questions



make connections across subjects



develop deeper understanding



apply learning to the real world

Rather than simply memorising facts, students are encouraged to become curious, reflective and independent thinkers who understand how learning connects to life beyond the classroom.



THE IMPORTANCE OF INQUIRY

Curiosity today, understanding for life.



In the PYP, inquiry is at the heart of learning. It empowers children to be curious, ask meaningful questions and explore ideas that matter. Through inquiry, students take ownership of their learning and develop the skills they need to thrive in a changing world.

Inquiry is more than asking questions—it is a way of thinking and learning. It encourages children to wonder, investigate and make connections. It helps them build understanding, solve problems and take meaningful action in their lives and communities.

WHY INQUIRY MATTERS



Builds curiosity and a love of learning



Develops critical and creative thinking



Encourages collaboration and communication



Fosters independence and confidence



Promotes understanding of the world and taking action

We apply our learning to take action and make a positive impact.

We think about what we have learned and make meaning from it.

The Inquiry Learning Cycle



HOW INQUIRY BENEFITS OUR LEARNERS



Deep understanding
Students go beyond facts to develop deeper, lasting understanding.



Transferrable skills
Inquiry builds skills that learners can use in all areas of learning and in real life.



Learner agency
Students make choices, set goals and take ownership of their learning journey.



Real-world connections
Inquiry helps learners see connections across subjects and between school and the world.



Empathy and action
Students develop empathy and are empowered to make a positive difference.

TOGETHER, WE NURTURE INQUIRY

Families and teachers are partners in the inquiry journey. Together, we can inspire curiosity and support children to...

- ask open-ended questions
- explore interests
- encourage persistence
- celebrate discoveries
- reflect on learning and growth

When children are encouraged to inquire, they become confident, compassionate and active learners—ready to shape a better future.



IB APPROACHES TO LEARNING (ATLs)

*Skills for learning.
Skills for life.*



Approaches to Learning (ATLs) are a set of skills that help students learn effectively and independently. They support students in developing the habits, mindsets and strategies they need to succeed in school, in life and as lifelong learners. ATLs are taught explicitly, practised regularly and applied across all subject areas.

The 5 Categories of ATLs



1. Thinking Skills

Students use critical and creative thinking to analyse information, solve problems and make decisions.

Students might:

- ask questions and consider different perspectives
- analyse and compare information
- think creatively to generate ideas
- make reasoned judgments
- solve problems in different ways

At home you might hear:

- ... "Why do you think that?"
- "What do you predict will happen?"
- "Can you think of another way?"



2. Research Skills

Students find, collect, organise and use information responsibly.

Students might:

- identify what information is needed
- locate information from a variety of sources
- evaluate the reliability of information
- take notes and record information
- organise and present information clearly

At home you might hear:

- Q "Where did you find that information?"
- "How do you know if the source is reliable?"
- "Can you show me how you organised your information?"



3. Communication Skills

Students express ideas confidently and listen actively in a variety of ways and for different purposes.

Students might:

- share ideas clearly and confidently
- listen actively and with respect
- use a range of communication tools and media
- adapt communication for different audiences
- give and respond to feedback

At home you might hear:

- ... "How will you explain your idea?"
- "What did your partner say in response?"
- "How did feedback help you improve?"



4. Social Skills

Students work collaboratively, show empathy, and build positive relationships.

Students might:

- cooperate and collaborate in groups
- show respect and empathy
- resolve conflicts peacefully
- take turns and share ideas
- value diverse perspectives and contributions

At home you might hear:

- ♥ "How did you work well as a team?"
- "How did you include others?"
- "How did you solve a disagreement?"



5. Self-Management Skills

Students manage their time, emotions and goals to stay motivated and take responsibility for their learning.

Students might:

- set goals and plan their learning
- manage time effectively
- stay organised and prepared
- persevere and show resilience
- reflect on learning and set new goals

At home you might hear:

- 🕒 "What is your plan for today?"
- "How will you stay focused?"
- "What will you do next to improve?"



How ATLs are Taught

ATLs are taught explicitly through lessons and activities.

- ✓ Students practise ATLs across all subjects and units of inquiry.
- ✓ Teachers model ATL skills and provide feedback.
- ✓ Students reflect on their ATL use and set goals for growth.



ATLs are not just taught—they are lived every day!



Why ATLs Matter

ATLs help students become independent and confident learners.



They support success in school, university and future careers.



They build resilience, adaptability and problem-solving mindsets.



They encourage collaboration, respect and global citizenship.



They help students take responsibility for their learning and choices.



They prepare students to face challenges and make a positive impact in the world.

Together, We Grow as Learners

When students, teachers and families work together, ATLs thrive. You can support your child by:

- ✓ encouraging curiosity and asking open-ended questions
- ✓ providing opportunities to practise new skills
- ✓ celebrating effort, progress and reflection
- ✓ modelling positive learning habits
- ✓ talking about how they learn, not just what they learn



ATLs empower our students to learn with purpose, think with confidence, and act with compassion.

*Skills for learning.
Skills for life.*



A snapshot of memories at EISM





Every student
known,

every learning
experience challenging,

every day
excellent.



“ The ultimate goal of the IB is to develop inquiring, knowledgeable and caring young people who help to create a better and more peaceful world through intercultural understanding and respect. ”

– International Baccalaureate



INQUIRY



AGENCY



INTERNATIONAL
MINDEDNESS



RESPONSIBILITY



GROWTH

*Together, we inspire learners to make a positive difference
and shape a better world.*

