

About the IBO

The International Baccalaureate Organization (IBO) offers three programmes of international education that span the primary, middle, and secondary school years. Although the Primary Years Programme is an excellent introduction, it is not a prerequisite for the Middle Years or Diploma Programme.

- The Primary Years Programme is designed for students ages 3-12
- The Middle Years Programme for students ages 12-16
- The Diploma Programme for students ages 16-19

The IBO has authorized over 2,400 schools in 131 countries to teach these programmes. In addition, the organization provides curriculum and assessment development, teacher training and information seminars, electronic networking and other educational support services to these schools.

Educational Philosophy of the IBO

The educational philosophy of the IBO is found in its mission statement.

The International Baccalaureate Organization 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 IBO 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.



BRADLEY
INTERNATIONAL SCHOOL



An Authorized IB World School Offering the Primary Years Programme Pre-K - 5th Grade

Bradley International is the first Denver Public elementary school authorized by the International Baccalaureate to offer the Primary Years Programme (IB PYP). We feel the IB PYP provides an excellent educational opportunity for academic growth through structured inquiry and development of global awareness. The IB PYP, designed for children ages 4 to 12, offers a framework that meets the academic, social, physical, emotional and cultural needs of our students.

Educational Benefits of the IB PYP Curriculum

- Encourages positive attitudes in our students
- Establishes active learning through inquiry-based instruction
- Fosters a child's understanding of the world in which they live
- Provides the knowledge and application of a second language—Spanish at Bradley
- Insures all instruction is designed around the District and Colorado State Standards
- Develops skills essential to language arts, mathematics, social studies, science, technology, art, music, physical education, and Spanish

What is the Primary Years Programme?

The International Baccalaureate Primary Years Programme (IB PYP) is an international curriculum that focuses on the student's social, physical, emotional, and cultural development in addition to academic growth. At the center of the IB PYP curriculum are five essential elements:

- **Knowledge**—What we want our students to know
- **Concepts**—Key concept questions that drive the process of inquiry
- **Skills**—What we want our students to be able to do
- **Attitudes**—How we want our students to feel
- **Actions**—How we want our students to act

Bradley classrooms display collaborative, intelligent, and reflective environments where students consider issues and problems both locally and globally. It is a place where the expectations are high and the goal for all students is that they become lifelong learners.



BRADLEY
INTERNATIONAL SCHOOL
Pre K-5th Grade

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For more information on the IBO, visit
www.IBO.org

We welcome the opportunity for your children to grow with us at Bradley International School in this exciting IB Primary Years Programme!

What is the IB PYP curriculum like?

Through a framework called “A Programme of Inquiry,” each IB PYP school designs units of inquiry that guide a child’s education. The framework is comprised of six transdisciplinary themes, which address the body of knowledge that the International Baccalaureate considers essential for all students to acquire. All IB PYP schools around the world design their own curriculum around the following **six transdisciplinary themes**:

- **Who we are** (anthropology, health, psychology, religion, sociology)
- **Where we are in place and time** (geography, history)
- **How we express ourselves** (communication, language arts, music, philosophy, the arts)
- **How the world works** (computer science, math, science, technology)
- **How we organize ourselves** (government, civics, economics, sociology)
- **Sharing the planet** (biology, botany, ecology, zoology)



What is inquiry-based learning?

The PYP emphasizes transdisciplinary, inquiry-based learning. The children study a range of topics that are designed as “units of inquiry”. Through these units which involve science and technology, social studies, personal and social education, arts as well as some mathematics and language curricula, children are able to identify connections between subjects and learn how to ask constructive questions, plan investigations, solve problems and find answers to their questions. Students construct meaning from their learning experience through this process of inquiry.



What do we want students to be able to do?

There are five sets of transdisciplinary skills acquired through the process of inquiry:

- **Thinking skills**
- **Communication skills**
- **Social skills**
- **Research skills**
- **Self-management skills**



What do we want students to understand?

Eight **key concept questions** are used to drive the process of inquiry. These fundamental concept questions are broad in scope, guide the units of inquiry, and are the basis for the school’s *Programme of Inquiry*. These concepts also provide consistency among IB PYP schools worldwide and give children a valuable framework for seeking answers and solving problems.

Form: *What is it like?*

Function: *How does it work?*

Causation: *Why is it like it is?*

Change: *How is it changing?*

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

Perspective: *What are the points of view?*

Responsibility: *What is our responsibility?*

Reflection: *How do we know?*

How do we want students to act?

Students are encouraged to reflect, to make informed choices, and to take action that will be helpful to themselves and others around them. The IB PYP emphasizes a series of desired attitudes and attributes called the PYP Learner Profile that encourage students to become responsible and globally minded young people. By encouraging the development of the following attitudes, the IB PYP helps foster socially responsible behavior in students: **appreciation, commitment, confidence, cooperation, creativity, curiosity, empathy, enthusiasm, independence, integrity, respect, and tolerance.**

At Bradley International, we encourage our students to become:

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



actively to recognize and approach complex problems, and make reasoned, ethical decisions.

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

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

Open-minded—They understand and appreciate their own cultures and personal histories, and are open to the perspectives, values and traditions of other individuals and



communities. They are accustomed to seeking and evaluating a range of points of view, and are willing to grow from the experience.

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

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

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

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

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