



# PRIMARY NEWSLETTER

## The PYP and Internationalism

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December, 2009

What do today's children need to learn in order to be successful in tomorrow's world? How can they acquire the skills and competencies required to manage in a complex and challenging world? "The construction of an open world-view, with the critical abilities to think and reason independently and solve the problems emergent within human unity and diversity at least within our own learning community, may be a significant focus of work within the field of international education that could contribute its own voice to the advancement of human civilization in the new millennium." (Sylvester, Robert. *International Schools Journal Vol. XIX No.2 2000 P. 25*)

A factor of significance, and one to which all PYP schools aspire, is to foster the development and growth of the international student. Internationalism is not simply about celebrating cultural diversity with *food, flags, festivals, fun, famous people, folklore*; it is about developing individuals who will have the skills and depth of understanding required to create positive change in an ever-changing world. Sylvester suggests that "the central principle of international education could be to develop human potential, and therefore human consciousness." (*International Schools Journal Vol. XIX No.2 2000 P. 21*)

The student profile **attributes** form a centre or core of defining international education and an international or global citizen. These **attributes** highlight the qualities that the PYP hopes its graduates will exemplify. An international person is one who is aware of and sensitive to the experiences of others, and one who demonstrates being:

- An inquirer – one who has natural curiosity; one who has acquired the skills necessary to conduct purposeful, constructive research; one who enjoys learning
- A thinker – one who uses initiative in applying thinking skills critically and creatively to solve problems
- A communicator – one who receives and expresses ideas and information confidently in more than one language, including the language of mathematical symbols
- A risk-taker – one who approaches unfamiliar situations without anxiety and has confidence and independence of spirit
- Knowledgeable – one who has explored globally relevant and important themes
- Principled – one who has a sound grasp of the principles of moral reasoning and demonstrates integrity, honesty, and a sense of fairness and justice
- Caring – one who shows sensitivity towards the needs and feelings of others; one who has a sense of personal

commitment to action and service

- Open-minded – one who respects views, values, and tradition of others
- Well-balanced – one who understands the importance of physical and mental balance and personal well-being
- Reflective – one who gives thoughtful consideration to their own learning and analyzes their personal strengths and weaknesses in a constructive manner

Another component of the PYP which helps foster internationalism, is the **attitudes**; descriptors that define what people can **DO**, in order to **BECOME** an inquirer, communicator, thinker and so on. The attitudes are: appreciation, commitment, confidence, cooperation, creativity, curiosity, empathy, enthusiasm, independence, integrity, respect and tolerance.

The action component has students applying their understanding and initiating an action plan. Action plans can be implemented individually or as a group; can be something small (lending a book) or large (adopting a zoo animal); and can be directed at the local, national or global level. The PYP promotes action in the belief that this helps students move towards becoming an international citizen, one who exemplifies the attributes above.

Conceptual learning is paramount in promoting internationalism; students are engaged in inquiry studies around conceptual topics (in PYP language, this is the Central Idea) which transcend single disciplines, and transfer across time and culture. They are 'big ideas', ones worthy of study worldwide. The PYP focuses on eight key concepts to help focus on things that really matter: characteristics of things (form), how things work (function), why things are the way they are (causation), how are things connected (connection), how/why things change (change), different points of view (perspective), what our responsibilities are (responsibility), and how do we know (reflection). All of these key concepts help develop the global thinker and citizen.

Think of internationalism, and an international student, with this recipe: the crust of the pizza is formed by the 'learner profile attributes'. Smother the base with tomato sauce (attitudes), add some spices (key concepts), throw on some cheese (skills), add some pepperoni (knowledge), and garnish with green peppers (action). Spice it up with some cultural diversity. Cook at 350 degrees for 45 minutes. Cut into slices and prosper.

**And, with each slice of pizza find one international student.**



## Student Writing:

### Free Verse Poetry by Grade 4

#### **In the Woods** by Roxanne

In the woods  
I can hear the trees  
Whispering.  
In the silent woods  
I can hear the trees  
Whispering secrets.

In the distance  
I can hear the ocean  
Whistling.  
In the distance  
I can hear the bright blue ocean  
Whistling softly.

By my house  
I can hear the rain  
Banging.  
By my house  
I can hear the rain  
Banging loudly on the floor.



#### **At Midnight** by Ella T.

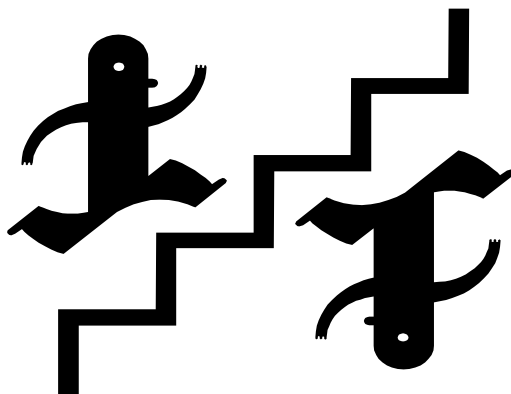
At midnight  
I slyly sneaked  
Down the ragged stairs  
Then into the cold kitchen.  
I grabbed some juicy grapes  
and  
Prowled upstairs  
To my messy bedroom.



#### **From My House** by Frankie

From my house  
I can see  
The waves  
Crashing on the beach  
As the wind whistles  
Across the sky.

From my window  
I can hear the  
Moon whispering in my  
ear  
As the stars shoot  
Across the sky.



## Life in the Primary School



Mikey opens the Arbour Ceremony with a poem.



Ryan, Jude, Julia and 5T perform a play about Arbour Day's origins.



Jojo wins first place for her poem in the Arbour Day Poetry Competition.



Scott and Sam pull apart an old computer in Grade 2 UOI class.



Thad and Liam perform a puppet play.



The cooking club makes sushi.

## Birthday Treats

Ideally, birthday treats should be given outside of school. However, this is a reminder that if parents DO send in treats they need to be very thoughtful about what they send in for other children.

Firstly, there must be a guarantee that products are totally nut-free.

Secondly, many parents do not appreciate their children receiving highly-sugary items, especially things like toffees that can pull out fillings and lead to expensive dentist visits!



Our suggestion would be to think about small stationery items, books or healthy treats like fruit.

## First Term Report Cards

After a productive first term of the year, your child will be bringing home the report card today, Friday, December 4th. My sincere thanks go to the teachers for the time they put into writing them.

I would like to remind parents that since we had goals-setting conferences in October, there are no scheduled parent/teacher conferences for December. However, I encourage any parent who would like to meet with the teacher for a talk after having read the report card to contact the teacher and schedule a meeting.

As always, should you have any feedback about the report cards, or should you find any typos that you would like corrected, please e-mail me at [greg.cusbert@cedarschoolbvi.com](mailto:greg.cusbert@cedarschoolbvi.com).

## Homework

Cedar faculty believe in homework as a way of reinforcing the learning that takes place in the classroom. More importantly though, the aim is to develop in students a habit of setting aside personal time to take care of goals or tasks. This is a very important PYP transdisciplinary skill - Time Management.

Were we not to slowly instill this work ethic in our children, they would be in serious trouble when they moved into high school and university. One in the habit of putting aside personal time as a habit finds it infinitely easier to deal with increasing loads when they arrive.

At Cedar, as in many schools of a similar nature, we try roughly to provide enough homework to take the average child 10 minutes multiplied by the grade they are in. A student in Grade 5 should have roughly 50 minutes of homework per night, Monday to Thursday, with weekends and holidays generally free of homework unless there is a special project.

## Season's Greetings

Thank you to all parents, faculty, staff and students for a productive and successful first term. The run up to Christmas Vacation is always a long one but we have made it and achieved a lot.

Exciting things continue to happen at Cedar - next weekend we will begin installing all of the classroom Smart Boards, so generously provided by an anonymous donor. The students' learning will be impacted greatly through our enhanced technology.

So to everyone, enjoy this holiday season and stay safe over the break.

