İSTEK OKULLARI

Primary Years Programme

# İSTEK Schools
# Academic Year 2026-2027

# PYP Parent Information Booklet

## International Baccalaureate (IB)

The International Baccalaureate (IB) 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 achieve this goal, the IB works with schools, governments, and international organizations to develop challenging programs of international education and rigorous assessment. These programs encourage students across the world to become active, compassionate, and lifelong learners who understand that other people, with their differences, can also be right.
The aim of schools implementing IB programs is to raise individuals who are aware of all humanity and the planet we share, helping to create a better and more peaceful world.

More information and an introductory video about the IB can be found at:
http://www.ibo.org/digital-toolkit/materials-in-other-languages/

## Primary Years Programme (PYP) at Our School

The Primary Years Programme (PYP) is designed for students aged 3–12 and aims to support their academic, social, physical, emotional, and cultural development.
It is an educational approach that guides what students should learn, how it should be taught, and the strategies used to assess learning.
At our school, the National Education Curriculum is fully integrated under the PYP framework. All units are approached through transdisciplinary themes that promote inquiry. This program connects classroom learning with real-life experiences.
PYP emphasizes the whole child, focusing not only on classroom learning but also on learning in various contexts beyond school.
It asserts that knowledge alone is not sufficient; understanding key concepts and developing appropriate skills are essential. It aims to strike a balance between acquiring knowledge, developing conceptual understanding, and taking responsible action.

Instead of memorizing information, students are encouraged to understand it through inquiry and exploration.

## Our PYP Journey

Our school which was accepted to apply PYP as a candidate school on May 26, 2015 has been continuing to implement the inquiry programme which is prepared by our teachers' meticulous work in each grade in our pre-school and primary school. IB authorities came to our school for Pre-verification visit then they evaluated our implementations by a report and gave us some advice. As a result of our works in the direction of this report a PYP Authorization Visit took place to our school. With the report we received after the positive visit, İSTEK Private Bilge Kağan Kindergarten and İSTEK Private Bilge Kağan Primary School were authorized to apply PYP as of 13 March 2018 and gained the status of IB World School. (You can access our school's website on the IB website from the link below.)
https://www.ibo.org/school/051409/

Program Evaluation Visits to IB World Schools of the International Baccalaureate; is a service they provide to follow their development towards standards and practices after their authorization and to guide schools in this regard. Our school successfully completed the first PYP Evaluation Visit on the April 27-28-29th of the 2021-2022 academic year.
*Our school will continue to undergo these evaluations every five years.*

## What Kind of Individuals Do We Aim for Our Students to Become?

### The IB Learner Profile

The **IB learner profile** represents a broad range of human capacities and responsibilities that encompass intellectual, personal, emotional and social growth. The foremost aim of the **IB PYP** is to develop learners who embody the learner profile. It is the IB mission in action. Through their learning, students strive to become **inquirers, knowledgeable, thinkers, communicators, principled, open-minded, caring, risk-takers (courageous), balanced and reflective**. Individuals who demonstrate these attributes are considered to be internationally minded.

**How you can contribute as parents/carers:** Be a role model. Encourage your child—and those they interact with—to act in ways that reflect these attributes.

### Inquirers

We nurture our curiosity by 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.
**Parent contribution:** Enrich your home library with books on varied topics and use the school library. Research with your child using books and the internet; ensure **safe,**

**responsible use** (e.g., filtering). Help your child see that not all answers come from adults. When you don't know, say so—and invite them to investigate.

### Knowledgeable

We develop and use **conceptual understanding** across disciplines. We engage with issues and ideas that have local and global significance.
**Parent contribution:** Encourage daily reading. Support access to resources related to your child's interests. Ask what they learned at school and follow up with questions like *"Why is it important to know this?"* Model staying informed by reading news and watching current affairs. Learn about age-related developmental characteristics.

### Thinkers

We use **critical and creative thinking skills** to analyse complex problems and take reasoned, ethical action. We exercise initiative in making sound decisions.
**Parent contribution:** Emphasise learning to solve problems independently. Make problem-solving part of family life. Ask **open-ended questions** (not yes/no). Encourage everyone at home to question ideas and discuss different viewpoints. Model openness to constructive feedback. Give time and space for your child to develop ideas. Remember: **homework is your child's responsibility**—coach them to find strategies when they struggle.

### 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 individuals and groups.
**Parent contribution:** Build **active listening** habits and model them. Guide your child to use diverse tools and modes of communication effectively.

### Principled

We act with integrity and honesty, with a strong sense of fairness and justice, and with respect for the dignity and rights of all people. We take responsibility for our actions and their consequences.
**Parent contribution:** Discuss concepts such as honesty, responsibility, trust, tolerance, respect, rights and justice. Emphasise that honesty matters regardless of outcomes. Play games—but don't always let them win; talk about the value in both winning and losing. Co-create family rules and follow them together. When you slip, **apologise**.

### Open-minded

We appreciate our own cultures and personal histories and value the traditions and values of others. We seek and evaluate a range of points of view and grow from the experience.
**Parent contribution:** Introduce different celebrations and traditions without prejudice.

Encourage everyone to discuss different perspectives, listen actively and try new things. Guide your child to be **empathetic** towards people living under different conditions.

### Caring

We show empathy, compassion and respect. We have a commitment to service and act to make a positive difference in the lives of others and in the world around us.
**Parent contribution:** Model care for family, community and environment. Encourage sharing responsibilities at home, helping those in need, keeping spaces clean and being accountable. Your positive language, readiness to help and good listening make a strong model.

### Risk-takers (Courageous)

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.
**Parent contribution:** Help children distinguish between **unsafe risk** and **positive challenge**. If your child hesitates to try new things, encourage them, then invite them to reflect on their feelings and thoughts afterwards.

### 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 recognise our interdependence with other people and with the world around us.
**Parent contribution:** Model balanced nutrition and physical activity. Join varied activities as a family. Create time for play and hobbies and highlight the balance between work and leisure. Encourage different ways of learning.

### Reflective

We thoughtfully consider the world and our own ideas and experiences. We work to understand our strengths and areas for growth in order to support our learning and personal development.
**Parent contribution:** Monitor your child's progress closely. Review homework, progress reports and report cards together. Invite them to reflect on their work, identify strengths/next steps and make new goals. List concrete actions to achieve those goals and follow up. Discuss the learner profile; ask which attributes are strengths/needs and why; help them plan ways to grow.

### Learners as Agents of Their Learning (Student Agency)

Students exercise **voice, choice and ownership** when they are heard, have options and take responsibility for their learning environment. When learners **plan, act and reflect** in collaboration with teachers and peers, they become agents of their own learning and the teacher–student relationship evolves into a **partnership**.

Teachers who support agency:

- Notice and reflect on students' current abilities, needs and interests to **personalise learning**.
- Actively listen to students' ideas, curiosities, perspectives and aspirations to extend thinking and action.
- Offer **open-ended tasks** that invite exploration of interests and authenticity.
- Provide opportunities to create and to take thoughtful risks.
- Use **assessment evidence** to determine when support is needed—and when it isn't.

Students demonstrate agency when they:

- Influence and direct their own learning,
- Make choices,
- Share their views,
- Ask questions and express curiosity,
- Share their understandings,
- Construct new meaning,
- Participate in and contribute to the learning community.

## What Will Your Child Learn?

The PYP is a **transdisciplinary** programme that brings subject areas together under a coherent framework while preserving each discipline's integrity. Students will:

- Inquire to acquire knowledge and values that matter to them, their community, their country and the wider world,
- Develop deep understanding of **key concepts**,
- Build a range of **Approaches to Learning (ATL) skills**,
- Develop positive **attitudes** towards learning, people and the environment,
- Find opportunities to take **responsible action** and serve their community.

## What Do We Want Students to Know About?

Learning is organised under the PYP's **six transdisciplinary themes**:

- **Who we are:** Identity as individuals and as part of groups, including
  - Physical, emotional, social and spiritual well-being
  - Relationships and belonging
  - The learning process and personal development
- **Where we are in place and time:** Orientation in place, space and time, including
  - Periods, events and artefacts
  - Communities, cultural heritage and environmental factors
  - Movement, adaptation and change—shaped by natural and human factors

- **How we express ourselves:** Ways in which we discover and express ideas, feelings, nature, culture, beliefs and values, including
    - Inspiration, imagination and creativity
    - Personal, social and cultural forms of communication and practice
    - Intentions, perceptions, interpretations and responses
- **How the world works:** Inquiry into the natural world and its laws, the interaction between the natural world (physical and biological) and human societies, including
    - Patterns, cycles and systems
    - Methods, tools and applications
    - Possibilities and impacts of discovery, design and innovation
- **How we organise ourselves:** Human-made systems and communities, including
    - Interactions between social and ecological systems
    - Planned and unplanned consequences of livelihoods and economic activity
    - Representation, cooperation and decision-making processes
- **Sharing the planet:** Rights and responsibilities in the struggle to share finite resources, including
    - The rights, responsibilities and dignity of every person
    - Steps towards a fair, peaceful and sustainable future

**Parent contribution:** Ask questions that invite your child to share learning. Encourage research on topics of interest. Support access to reliable sources and model **source evaluation**. Emphasise that knowledge evolves.

**Concepts (What Do We Want Students to Understand?)**

Seven **Concepts** deepen inquiry and shape curriculum design:

- **Form – What is it like?**
- **Function – How does it work?**
- **Causation – Why is it like this?**
- **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?**

**Parent contribution:** Use these concept question-stems in daily life and unit conversations to promote **higher-order thinking**. Encourage questions; sometimes answer with a question.

## Approaches to Learning (ATLs)

*(What do we want students to be able to do?)*

Rooted in "learning how to learn", ATLs are integral to IB education and complement the learner profile, knowledge, conceptual understanding and inquiry. Students develop and apply **transdisciplinary skills** throughout the programme:

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

**Parent contribution:** Share observations with teachers about skills that are developing or need support. Encourage reflection and questioning to grow **thinking**; assign **responsibilities at home** for self-management; create opportunities to speak and present for **communication**; support hobbies and varied settings for **social** skills; guide **research** with access to quality sources.

## Approaches to Teaching (How Do We Teach in the PYP?)

- **Inquiry-based teaching**
- **Transdisciplinary learning**
- **Concept-based teaching**
- **Play-based learning** (especially in the early years)
- **Constructivist/constructivist-aligned approach** (building new understanding on prior knowledge)

## Action

*(How do we support students to take action from their learning?)*

Through the programme, students think about local and global issues, make informed choices, take action and **reflect on the impact**. Seeing tangible ways to act helps learners view themselves as **capable, skilled change agents**.

**Parent contribution:** After each unit, we will share **Action Feedback Forms** for you to note actions you observe at home. Teachers use your insights in reports and during unit planning/reflection. After review, action evidence is kept in student **portfolios**. Your ongoing feedback helps us understand how well students are transferring learning into b ehaviour.

## How Will You Follow Your Child's Progress?

In line with PYP expectations, we use a range of **assessment methods** (formative, summative, self-assessment, peer assessment) and **tools** (rubrics, checklists, observation records, etc.). Consistent with our school's practices, we inform you of progress both orally and in writing and invite your partnership.

In **Early Years**, we share **progress reports** after each unit of inquiry.
In **Primary**, we share **progress reports** with the end-of-term report. Reports include teacher feedback on performance in each unit and students' **self-assessments**.

To celebrate growth, we hold **portfolio conferences** with students, teachers and families at the end of each term (the 3-year-old group presents only in the second term). Portfolios, as concrete evidence of progress across the year, are returned to students at year's end — please keep them at home.

We are happy to answer any questions you may have about our programme. We will continue to keep you updated through **newsletters** and **weekly messages**.

## What Does the IB PYP Offer Students?

1. Nurtures natural curiosity and learning in **creative, supportive and collaborative** environments.
2. Helps learners build understanding by exploring **real-world problems**.
3. Develops the ability to communicate in multiple ways and, where possible, in more than one language.
4. Promotes collaboration with teachers and peers to **plan, act and reflect** on learning.
5. Emphasises respect and open-mindedness towards one's own and others' cultures.
6. Builds **knowledge, understanding and skills** within and across subject areas using critical and creative thinking.
7. Fosters a growth mindset: learners believe they can improve, make appropriate choices and take responsibility for their actions.
8. Cultivates **creative learning** that builds agility and imagination to respond to new and unexpected challenges in an increasingly global, uncertain world.
9. Engages the whole school community in the belief that education can help build a **better and more peaceful world**.
10. Empowers students to express ideas and propose solutions that make a difference in their own and others' lives.
11. Positions students not as passive recipients but as **active partners—agents—of their learning**.

## References


- *Primary Years Programme: The Learner* – International Baccalaureate Organization, 2018
- *Primary Years Programme: Learning and Teaching* – International Baccalaureate Organization, 2018
- www.ibo.org
- PYP "10 reasons" poster (IBO, 2018)
- PYP Programme Model – International Baccalaureate Organization, 2018

## İSTEK Bilge Kağan Preschool & Primary School

### Student–Parent–Legal Guardian Complaint Procedure

As İSTEK Bilge Kağan Preschool and Primary School, we prioritize maintaining a safe and positive learning environment for our community.

All individuals have the right to express their concerns and be heard. All policies are developed in alignment with IB standards and our learning community's needs.

### For Student Complaints:

1. The person receiving the complaint listens carefully and ensures the student feels heard.
2. If necessary, the issue is directed to the appropriate person.
3. If another student is involved, a meeting is arranged respectfully.
4. Students are given time to share their thoughts and feelings.
5. If unresolved, the issue is referred to another department, and the process restarts.
6. The student is observed by the homeroom teacher and counseling team.
7. Confidentiality, safety, and well-being are upheld at all times.
8. If the complaint involves an adult, the İSTEK Bilge Kağan Schools' Child Protection Policy is followed.
9. For complaints related to the learning environment, a structured dialogue is initiated with the relevant unit.

### For Parent or Legal Guardian Complaints:

1. A one-on-one meeting is held with the concerned parent or legal guardian.
2. The responsible staff member actively listens using effective strategies.
3. If solvable by the staff member, possible solutions are discussed and acted on.
4. If not within their scope, the issue is referred to the appropriate department.
5. The assigned unit proceeds with the resolution process.
6. All steps are conducted in accordance with İSTEK Bilge Kağan Schools' Child Protection and related policies.