



GATEWAY
IB CONTINUUM WORLD SCHOOL



PRIMARY YEARS PROGRAMME



What is an IB Education ?

It is a non-profit educational and non-governmental (NGO) organization that was established in 1968 in Geneva, Switzerland. The IBO offers four programmes of international education for students aged 3 –19 years old

- The Primary Years Programme (PYP) for 3–11-year-old
- The Middle Years Programme (MYP) for 12–15-year-old.
- The Diploma Programme (DP) for 16–19-year-old.
- The Career-related Programme (CP), also for 16–19-year-old.

The International Baccalaureate 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. 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.

Gateway International School Vision and Mission Statement

Vision

Creating responsible global citizens who realize their maximum intellectual and human potential.

Mission

Gateway International School (GIS) provides a whole education program that balances academic excellence with character building. We foster knowledgeable, unbiased, caring inquirers with an inclusive perspective by inspiring them to become life-long learners, peace ambassadors, and tomorrow's leaders in the local as well as the global context.

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.

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.

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 analyze and take responsible action on complex problems. We exercise initiative in making reasoned, ethical decisions.

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.

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.

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.

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.

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.



What will my child learn at GIS?

Gateway International School (GIS) is an authorized Primary Years Programme (PYP) school since December 2017. The GIS IB Primary Years Programme (PYP) for children aged 3 – 12 nurtures and develops young students as caring, active participants in a life-long journey of learning. The PYP challenges students to think for themselves and takes responsibility for their learning as they explore local and global issues and opportunities in real-life contexts, through its inquiry-led transdisciplinary themes of global significance, where students deepen their learning by developing their conceptual understandings; strengthening their knowledge and skills across and beyond subject areas. Six transdisciplinary themes provide the framework for the exploration and construction of knowledge. Teachers and students are guided by these transdisciplinary themes — as they design Units of Inquiry for exploration and study. Through this process, students develop an understanding of important concepts, acquire essential skills and knowledge, develop particular attitudes and learn to take socially responsible action. We believe in the holistic development of children, tapping their potential curiosity and innate talents to bring out well-balanced confident individuals, and lifelong independent learners. We strive to develop global citizens who respect cultures, who open-mindedly nurture the diversity found around them, and who endeavor to lead by example. We develop attitudes that make our learners caring and empathetic towards those less privileged and enable them to realize that they have the power to make a change. We respect each child's individuality and uniqueness and are committed to enriching and widening their horizons.



The Written Curriculum: What will my child be learning?

Concepts: What do we want students to understand?

Seven fundamental concepts expressed as key questions, propel the process of inquiry and encourage a transdisciplinary perspective. These universal concepts drive the research units called Units of Inquiry, but they also have relevance within and across all subject areas.

Reflection happens regularly

The concepts are:

1. Form: What is it like?
2. Function: How does it work?
3. Causation: Why is it like it is?
4. Change: How is it changing?
5. Connection: How is it connected to other things?
6. Perspective: What are the points of view?
7. Responsibility: What is our responsibility?

Reflection is no longer listed as one of the key concepts and will be fully integrated throughout all learning and teaching to strengthen the ongoing inquiry process.

The remaining seven key concepts will continue to be mapped within the program of inquiry.

Skills: What do we want students to be able to do?

There are five sets of transdisciplinary skills acquired in the process of structured inquiry: thinking, communication, social, research, and self-management skills.

Action: How do we want students to act?

The students are encouraged to reflect, make informed choices, and take action that will help their peers, school staff, and the wider community. In this way, the students demonstrate deeper learning through service and positive action.

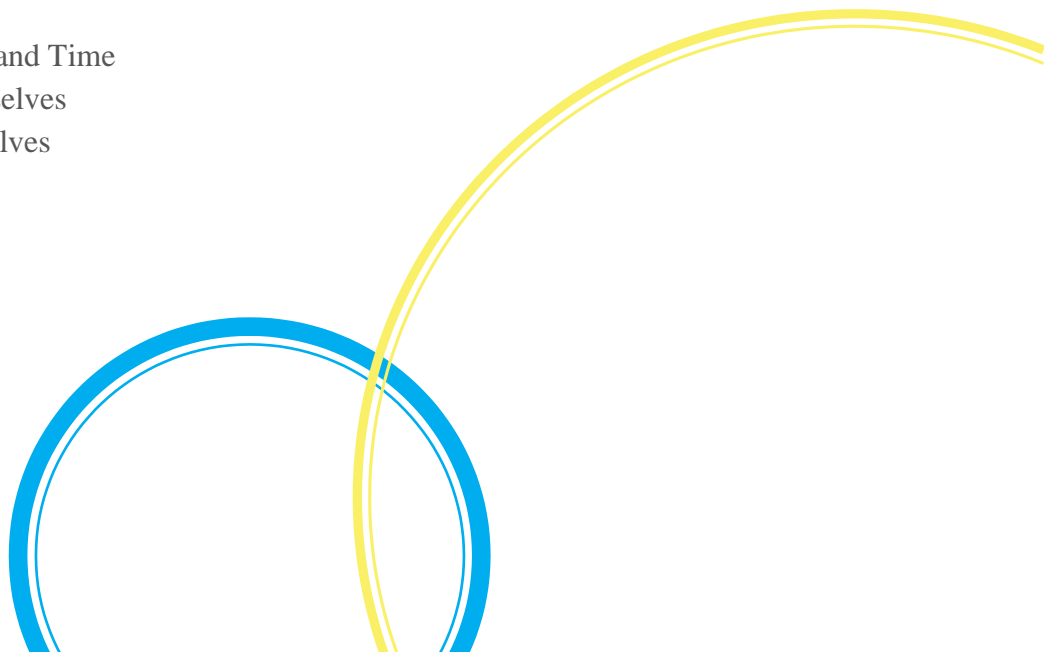
Knowledge: What do we want students to know?

The PYP has identified six principal subject areas that are significant for all students in all cultures: Language, Mathematics, Social studies, Science, The arts (Visual arts, Music, and Drama), as well as Personal, Social, and Physical Education (PSPE).

Subject knowledge is integrated using the six transdisciplinary themes.

The transdisciplinary themes are:

1. Who We Are
2. How the World Works
3. Where we are in Place and Time
4. How we Organize Ourselves
5. How we Express Ourselves
6. Sharing the Planet



The Learner

PYP students are agents of their own learning and partners in the learning process. Through engaging with the program of inquiry and reflecting on their learning, PYP students develop knowledge, conceptual understandings, skills, and the attributes of the IB Learner profile to make a difference in their own lives, their communities, and beyond. They demonstrate the agility and imagination to respond to new and unexpected challenges and opportunities and to take action for a better and more peaceful world.

Learning and teaching

Learning and teaching is an interpretation of the PYP in action, the dynamic interplay between how students learn best, what has been learned, and what the next steps in learning are; The emphasis on collaborative inquiry and integrative language and technology learning honors the curiosity, voice, and contribution of the students.

Learning Community

The PYP learning community brings to life learning and teaching practices that support students in pursuit of a significant, relevant, engaging, and challenging learning experience. The PYP learning community includes classrooms and schools, extending to the whole IB community, students and their families, school faculty and staff members, and other significant adults in students' lives and to the world as the broadest context of learning. Thus, educational outcomes are shaped by strong relationships among members of the learning community.

PYP Assessment and Reporting:

The PYP promotes the use of a range of assessment strategies, which are designed to give a clear picture of your child's progress. We use techniques for assessing children's work that take into account the diverse, complicated, and sophisticated ways that individual children use to understand the experience. We recognize the importance of assessing the process of learning and inquiry as well as the final results. Assessment in the PYP is of two types, each of which has a specific function: Formative assessment is interwoven with daily learning and helps teachers and students find out what the students already know in order to plan the next stage in learning. Formative assessment and teaching are directly linked; neither can function effectively or purposefully without the other. Summative assessment happens at the end of a unit of teaching and learning and gives the students opportunities to demonstrate what they have learned. We use a range and balance of school-based assessment and feedback techniques, including writing samples, structured observations, and performance tasks, which are assessed by teachers and by students themselves. Students are provided with regular opportunities to reflect on their own learning. This progress is reported to parents regularly, both orally and in writing. There are teacher-led conferences and student-led conferences scheduled during the year, as well as two formal written reports. We believe in open communication between home and school.

PYP Exhibition – What is it all about?

The exhibition is a culminating experience that reflects all the major features of the PYP. It offers the students the opportunity to explore knowledge conceptually, which is significant and relevant, to reflect on and apply their learning, to choose the appropriate course of action, and to display attitudes. The PYP student is required to engage in a collaborative, transdisciplinary inquiry process that involves identifying, investigating, and offering solutions to real-life issues or problems. The PYP exhibition has a number of key purposes:

- To provide students with an opportunity to demonstrate independence and responsibility for their own learning.
- To provide the students with an opportunity to explore multiple perspectives.
- Application and Reflection on learning through the PYP programme.
- To demonstrate how one can take action as a result of his/her learning.
- To unite the teachers, parents, and other members of the school community in a collaborative experience that incorporates the essential elements of the PYP.
- To celebrate the transition from primary to middle school.



Gateway International School

(An IB Continuum World School)

TOD Ashram, Jabakadal Street

Padur, Kazhipattur Post, Kelambakkam, Chennai - 603 103, Tamil Nadu,
India.

+ 91 - 8608117700, 7871666333

admissionsib@gatewaytheschool.in, www.gatewayschools.edu.in