

İSTEK Schools
Academic Year 2025–2026

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 became a PYP candidate school in December 2018. After rigorous preparation and implementation of the inquiry-based curriculum across all grade levels, we hosted IB officials for the Pre-Authorization Visit on February 24-25, 2020.

Following their recommendations, we underwent the Authorization Visit on December 3-4, 2020. Based on the successful outcome, ISTEK Ulugbey Preschool and ISTEK Ulugbey Primary School were officially authorized as IB World Schools as of January 22, 2021.

You can access our school's page on the IB website here:

<https://www.ibo.org/school/061189/>

We underwent Program Evaluation Visits in May 2015 and May 2020, during which IB officials observed lessons and held meetings with teachers, students, and parents. Based on these observations, reports were provided highlighting both areas of excellence and opportunities for growth. We continue to enhance our practices with action plans based on these reports.

Our school will continue to undergo these evaluations every five years.

Teachers plan the curriculum collaboratively, ensuring an integrated educational experience. Collaboration with other PYP schools locally and internationally is also encouraged.

In addition to internal training, our teachers attend IB workshops, conferences, and seminars both in Turkey and abroad.

What Kind of Learners Are We Aiming to Raise?

IB Learner Profile: The IB Learner Profile represents a wide range of human capacities and responsibilities that go beyond academic success. It is the core mission of the PYP to develop learners who embody these traits:

- **Inquirers**
- **Knowledgeable**
- **Thinkers**
- **Communicators**
- **Principled**
- **Open-minded**
- **Caring**
- **Risk-takers**
- **Balanced**
- **Reflective**

Parents are encouraged to model these traits and support their children in developing them through everyday behavior, questions, and discussions.

(The guide also includes practical advice for parents under each learner profile attribute.)



Agency – The Empowered Learner

Students become agents of their own learning when they have voice, choice, and ownership in the learning environment.

Students are empowered when they:

- Take responsibility for their learning,
- Make decisions and express ideas,
- Ask questions and express curiosity,
- Share their understanding and contribute to the learning community.

Teachers support agency by:

- Recognizing and reflecting on students' interests and needs,
- Actively listening to their perspectives,
- Encouraging creativity and risk-taking,
- Using assessment evidence to determine support needs.

What Will Your Child Learn?

PYP brings together all subject areas under six **transdisciplinary themes**. Students:

- Inquire into important local and global issues,
- Develop key concepts and skills,
- Cultivate positive attitudes,
- Take responsible action.

Transdisciplinary Themes:

1. Who We Are

Exploring the nature of the self, relationships, beliefs, and well-being:

- Physical, emotional, social, and spiritual well-being
- Identity and sense of belonging
- Learning and growth

2. Where We Are in Place and Time

Inquiring into personal histories, civilization, and human journeys:

- Historical periods, events, and objects
- Communities, heritage, culture, and environment
- Natural and human factors affecting change and movement



3. **How We Express Ourselves**

Exploring ways of expressing ideas, feelings, culture, beliefs, and values:

- Inspiration, imagination, and creativity
- Personal, social, and cultural forms of expression
- Intentions, perceptions, interpretations, and responses

4. **How the World Works**

Inquiry into the natural world and human interaction:

- Patterns, cycles, and systems
- Methods, tools, and processes
- Discoveries, design, innovation, and impact

5. **How We Organize Ourselves**

Looking into human-made systems and communities:

- Interactions within and between social and ecological systems
- Economic and business practices
- Leadership, cooperation, and decision-making

6. **Sharing the Planet**

Exploring our rights and responsibilities in the world we share:

- Equality, justice, and human dignity
- Sustainable and peaceful futures
- Interdependence between people and nature

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

1. **Form** – What is it like?
2. **Function** – How does it work?
3. **Causation** – Why is it like this?
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?



Approaches to Learning (What Do We Want Students to Be Able to Do?)

Skills developed across all areas:

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

Approaches to Teaching:

- Inquiry-based learning
- Transdisciplinary learning
- Concept-based learning
- Play-based learning
- Constructivist approaches

Action (How Will Students Take Action?)

Students are encouraged to reflect, make informed choices, and take action based on what they have learned. These actions aim to create positive change both locally and globally.

How Will You Monitor Your Child's Progress?

We use various assessment strategies such as:

- Formative and summative assessments
- Self and peer assessments
- Observation records, checklists, and rating scales

Parents receive development reports and participate in portfolio presentations at the end of each term. These presentations provide tangible evidence of student growth and learning.



What Are the Benefits of PYP for Students?

1. Encourages natural curiosity in a supportive environment
2. Promotes understanding of real-world issues
3. Develops communication in multiple languages and formats
4. Supports collaboration between students and teachers
5. Fosters respect and open-mindedness
6. Enhances critical and creative thinking
7. Encourages responsible action and self-belief
8. Prepares students for uncertainty and innovation
9. Builds a community that believes education shapes a better world
10. Empowers students to suggest and lead change
11. Positions students as active participants in their learning



İSTEK Preschool & Primary School

Student–Parent–Legal Guardian Complaint Procedure

As İSTEK Ulugbey Preschool and Ulugbey 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 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 Ulugbey Schools' Child Protection and related policies.