







Welcome to

Dwight School Dubai
Primary Years Programme

About Dwight

Dwight School Dubai is part of the family of Dwight Schools, a family-owned and run institution established in New York in 1872, with campuses across the world including London, Shanghai, Seoul and Dubai, as well as Dwight Global Online School. Dwight School Dubai opened the doors to its first campus in the Middle East in 2018, bringing a rich 150 year heritage of education and over 40 years of experience in delivering the IB Curriculum to the UAE.



Personalized Learning

Dwight embraces the individuality of each learner, as no two students are the same. Dwight supports these student journeys through a robust academic curriculum and after-school programs. Dwight makes it a priority to focus on and develop each child's spark of genius. Whether connecting a student with an exceptional mentor, designing tailor-made enrichment, crafting a special study abroad opportunity, or providing an innovative program or tutorial, Dwight recognizes and fosters each student's gifts and talents. As part of the PYP, each grade from KG 2 to Grade 5 inquires into 6 units of inquiry.



Community

Dwight's community is a family of diverse individuals whose collective goal is to build a better world. The power of our learning environment is enhanced by connecting and valuing the different contributions and talents of all members. Through unlimited service, leadership, programmatic, and scholarship opportunities, we inspire students to find their own unique paths to action. Strong community links tie into the action requirement of an IB education. Students take part in community events and initiatives through their learning.



Global Vision

Dwight's mission, vision, and pillars extend globally across our network of schools and are supported by the International Baccalaureate ethos. Students develop a sense of themselves, as well as the world around them. Dwight opens students' hearts and minds through challenges and opportunities, inviting students to build bridges within and between cultures.

Our Vision and philosophy

The Dwight Schools believe that each individual has a unique spark of genius. Our goal is to nurture that potential to help our students learn, grow and make the world a better place. We do this through our commitment to three pillars: personalized learning, global vision and community. The three pillars provide students with the tools they need to ignite this spark, turning passion into purpose.



Our Mission

Dwight is dedicated to igniting the spark of genius in every child. Kindling their interests, we develop inquisitive, knowledgeable, self-aware, and ethical citizens who will build a better world.

The PYP is designed to:

- Incorporate six transdisciplinary themes that encourage students to learn more about themselves and the world around them — and to see how they interconnect.
- Teach students a broad base of knowledge and skills in subjects, ranging from mathematics and science, to social studies, the arts, and language in line with PYP and, for arts, math and languages.
- Foster every student's development of learning with a powerful emphasis on important ideas and concepts through the units of inquiry.
- Emphasize the development of the whole student, including the cognitive, social, emotional, and physical well-being of every child.
- Empower students to develop independence and to take responsibility for their own learning.
- Embrace the attributes outlined in the IB Learner Profile: Dwight students are inquirers, knowledgeable, thinkers, communicators, principled, open-minded, caring, risk-takers, balanced, and reflective.



International Baccalaureate (IB)

At our heart we are motivated by the International Baccalaureate® (IB) mission to create a better world through education.

IB 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.



THE IB LEARNER PROFILE

The aim of all IB programmes is to develop internationally minded people who, recognizing their common humanity and shared quardianship of the planet, help to create a better and more peaceful world.

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.

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.

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

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.

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.

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.

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.

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.

The Dwight Spark in the PYP

From KG2 to Grade 5, students collect cards with the different learner profile attributes for something they have done in school. These cards are collected in classes as a community. Every two weeks, the class counts all of the colors of the IB learner profile and the class that shows the most IB learner profile attributes receive a team reward.

Throughout the PYP Grades, every month Dwight focuses on one IB learner profile which drives activities and assemblies in the school. This also gets sent in the monthly newsletter and has suggestions to parents that tells them the focus of the month and what they can do with their children to encourage and work with them on the learner profile.

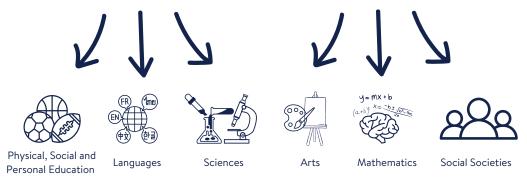
Primary Years Programme and the model

Discovering the joy of learning

The IB Primary Years Programme at Dwight School Dubai, offered from the PreK through Grade 5, focuses on the development of the whole child as an inquirer in both the classroom and in the world outside. It provides a foundation for academic rigor and innovation that will follow the student through Lower School and beyond.



Approaches to learning · Concepts · Approaches to Teaching · Global Contexts



ACTION

EXHIBITION

The PYP Transdisciplinary Themes

The International Baccalaureate® (IB) Primary Years Programme (PYP) is underpinned by six transdisciplinary themes around which learning is planned.

These are:

- Who we are
- Where we are in place and time
- How we express ourselves
- How the world works
- How we organize ourselves
- Sharing the planet



These themes are selected for their relevance to the real world. They are described as transdisciplinary because they focus on issues that go across subject areas.

The transdisciplinary themes help teachers to develop a programme of inquiry. Teachers work together to develop investigations into important ideas, which require a substantial and high level of involvement on the part of students.

-The International Baccalaureate®

Each unit that a student learns will fall under these six disciplinary themes:

An example of a unit of inquiry in the PYP is: The Human consists of a network of interconnected systems'

This falls under who we are and sharing the planet.

Who we are

Inquiry into the nature of the self; beliefs and values; personal, physical, mental, social and spiritual health; human relationships including families, friends, communities, and cultures; rights and responsibilities; what it means to be human.

Where we are in place and time

Inquiry into orientation in place and time; personal histories; homes and journeys; the discoveries, explorations and migrations of humankind; the relationship between and the interconnectedness of individuals and civilizations, from local and global perspectives.

How we express ourselves

Inquiry into the ways in which we discover and express ideas, feelings, nature, culture, beliefs and values; the ways in which we reflect on, extend and enjoy our creativity; our appreciation of the aesthetic.

How the world works

Inquiry into the natural world and its laws, the interaction between the natural world (physical and biological) and human societies; how humans use their understanding of scientific principles; the impact of scientific and technological advances on society and on the environment.

How we organize ourselves

Inquiry into the interconnectedness of humanmade systems and communities; the structure and function of organizations; societal decisionmaking; economic activities and their impact on humankind and the environment.

Sharing the planet

Inquiry into rights and responsibilities in the struggle to share finite resources with other people and with other living things; communities and the relationship within and between them; access to equal opportunities; peace and conflict resolution.

What are the IB approaches to learning skills?

Thinking skills • Communications skills • Social skills • Self-management skills • Research skills



The PYP exhibition is a student designed and led unit where they follow their passion and take action in the community.

The PYP exhibition has a number of key purposes:

- Engaging in an in-depth, collaborative inquiry.
- Demonstrating independence and responsibility for their own learning.
- Exploring multiple perspectives.
- Applying and reflecting on their previous learning to reflect upon their journey through the PYP.
- · Assessing student understanding.
- Taking action as a result of their learning.
- Uniting the students, teachers, parents and other members of the school community in a collaborative experience that incorporates the essential elements of the PYP.
- The key concepts are: Form, Function and Connection.
- Celebrating the transition of learners from primary to middle/secondary education.

What are the approaches to learning (ATL)?

- TL are deliberate strategies, skills and attitudes that permeate the IB teaching and learning environment.
- Teaching students how to learn has always been a
 part of IB teaching, but now the IB is providing more
 explicit support for teaching these skills, aligning
 the Primary Years Programme (PYP), Middle Years
 Programme (MYP) and the Diploma Programme
 (DP).
- ATL supports the IB belief that a large influence on a student's education is not only what you learn but also how you learn.
 - Focus on ATL will improve the quality of teaching and learning across the programmes and may result in more engaged teachers and students.



International Mindedness

At Dwight we believe in the importance of different perspectives we all bring to the journey.

Our Community

We represent over 65 nationalities and we take every opportunity to learn from each other.

International Mindedness is key to the IB learner profile as being internationally minded is at the heart of the IB programmes.

Languages

Dwight offers a multitude of languages including Arabic, Spanish, French, Mandarin and more.





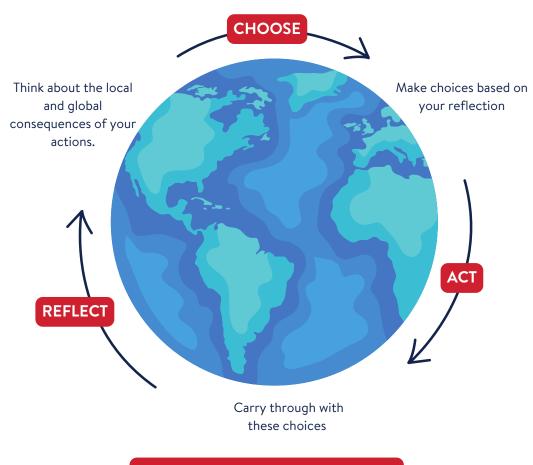
International mindedness can be expressed as:

- the ability to be better prepared for the 21st century global challenges
- understanding ourselves to connect with others
- awareness that the world is much larger than the community in which we live
- respect and understanding for other perspectives, cultures and languages
- the ability to see oneself as a responsible member of the community and a global citizen

Internationally-minded people are globally engaged and value intercultural understanding.

Action in the PYP

Action in the PYP emphasizes the importance of taking the learning outside the classroom and choices that students make as a result of the learning and the reflection.



What kind of action do you want to take?

How can I learn more about the IB and PYP?

- Visit the IB website at www.ibo.org
- · Attend school meetings and events
- Speak with your school's PYP coordinator
- Speak with your child's PYP classroom teacher.

Please feel free to contact us and see our fantastic program in action.



www.ibo.org



www.dwight.ae

Dwight School Dubai is an authorized school of the International Baccalaureate for the Middle Years Programme (MYP), Primary Years Programme (PYP) and Diploma Programme (DP).

IB World Schools share a common philosophy - a commitment to improve the teaching and learning of a diverse and inclusive community of students by delivering challenging, high quality programmes of international education that share a powerful vision.**

For further information about the IB and its programmes visit IBO.org.

**Mission Statement from the IB 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.









For further information

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