



Dear Parents,

Thank you for taking the time to read the first OTR PYP Program newsletter.

As an official candidate school for the IB PYP programme, we hope to actively engage our learning community in discovering the program and its unique features this school year. Together, we are working to achieve official certification as a PYP school and become a member of the IB World School community.

Nathalie Hamon

Directrice adjointe maternelle/primaire

Coordinatrice du Programme primaire de l'IB

HOW AND WHY IS THE IB CURRICULUM DIFFERENT?

The PYP offers a inquiry-based curriculum, which emphasizes the development of the whole child as a researcher, both at school and in the outside world.

Unlike traditional teaching methods, subjects are not taught in isolation, but are, on the contrary, interconnected.

This allows PYP learners to make deeper connections and understanding, with an emphasis on lifelong learning. to better prepare our children to acquire the skills and qualities necessary for the 21st century.



TRANSDISCIPLINARY THEMES

A key element of an IB education is the transdisciplinary nature of learning. The year is divided into six transdisciplinary themes (four in preschool) through which all subjects are taught. These themes allow students to look at the world around them with more depth and understanding.

Transdisciplinary themes	Descriptions
Who we are	An 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	An inquiry into orientation in place and time; personal histories; homes and journeys; the discoveries, explorations and migrations of humankind; the relationships between, and the interconnectedness of, individuals and civilizations from local and global perspectives.
How we express ourselves	An 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	An 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	An inquiry into the interconnectedness of human-made systems and communities; the structure and function of organizations; societal decision-making; economic activities and their impact on humankind and the environment.
Sharing the planet	An inquiry into rights and responsibilities in the struggle to share finite resources with other people and with other living things; communities and the relationships within and between them; access to equal opportunities; peace and conflict resolution.



WHAT ARE IB LEARNER PROFILES?

Learner profiles are an integral part of the IB PYP. Learner profiles are valued attributes by all IB World Schools. Developing these ten attributes allows students to be more connected to the local and global community.

Focusing on learner profiles equips students with the skills needed to become lifelong learners. Students work to learn what type of learner they are and can become.

This allows them to take an active part in their learning.

IB LEARNER PROFILE



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.

 @mscindypyp & c.hewlett

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.



Personal	Local	Global
I am working to see the connections between the things I am learning.	I can apply my understanding to new situations and across disciplines.	I understand that my personal and local context gives me insight into the needs of the global community.

KNOWLEDGEABLE

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 @mscindypyp & c.hewlett

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.



Personal	Local	Global
I treat others with respect and kindness.	I value the importance of self-care and empathy for others. I make choices that have a positive impact on others in my community.	I learn more about the global community and show empathy for the needs of others even if I have never met them or do not share their experience. I make meaningful choices and inspire others to take action.

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.



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.



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.

 @mscindypyp & c.hewlett

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.



Personal	Local	Global
I understand that the way I act and respond to others impacts how they feel about me.	I am aware that my personal values should be mirrored in my actions. I use my understanding of what is right to navigate difficult situations with integrity.	I understand that all people have dignity and rights. I understand that individual and group actions impact the world. I advocate for what I believe in.

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.

 @mscindypyp & c.hewlett

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.



Personal	Local	Global
I understand that I have areas of strength and areas of growth. I have a growth mindset.	I am a self-regulated learner. I understand that I am responsible for my own growth. I can identify the strengths of myself and others and utilize those to work through problems.	I am part of a global community. I reflect on the ways others have solved problems and contribute my own unique perspective to furthering global movements.

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.

 @mscindypyp & c.hewlett

COMMUNICATOR

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.



Personal	Local	Global
I understand that other people also have important things to say that might help me learn. I communicate my ideas creatively in my home, family, and school languages.	I am aware that others give and receive information in many ways. I can use creativity to express my thinking in multiple modes.	I can collaborate with others. I understand that even if I don't agree with a perspective, I can appreciate the value of other people's ideas. I use language to build positive interpersonal relationships and affirm my own and others' cultural identity.

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.

 @mscindypyp & c.hewlett

RISK TAKER

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.



Personal	Local	Global
I understand that I can learn from failure. I'm not afraid to try something new.	I can independently and collaboratively look at problems and identify innovative ways to try to solve them. I can determine what does and doesn't work and use that information to find new solutions.	I can look for resourceful solutions to global problems. There are no problems that are too big or too small for me to solve! I can build on others' ideas to further innovation.

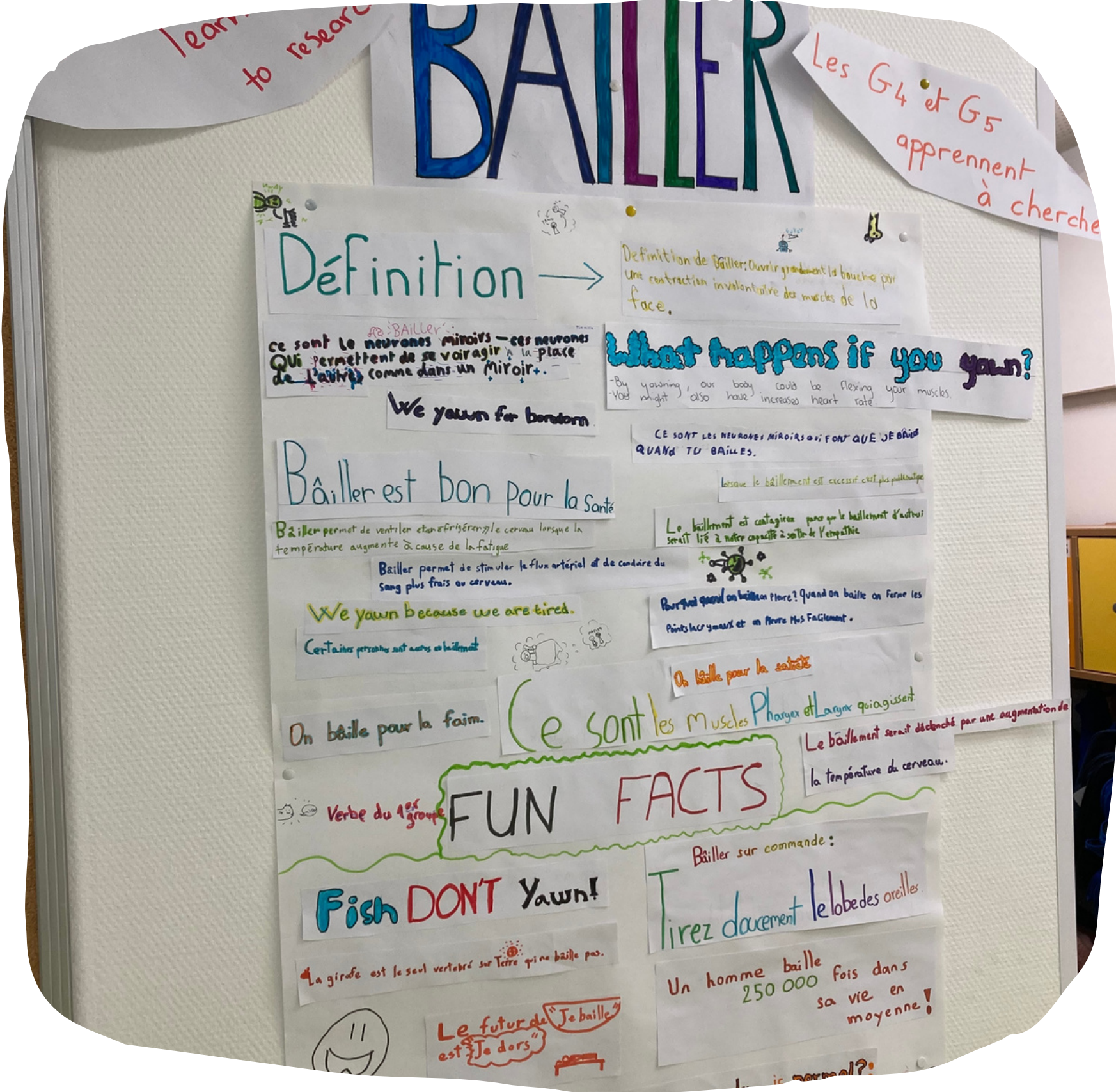
RISK TAKERS

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INTERNATIONAL SCHOOL
LUXEMBOURG

OTR learners profile



#PYPinquirers



#PYPknowledgeable



#PYPopen minded



#PYPcaring



#PYPthinkers



#PYPrisk takers



#PYPcommunicators



#PYPbalanced



#PYPprincipled



#PYPreflective

OTR learners profile

#knowledgeable

Last school year, secondary students participated to an Amazon Robotics challenge promoted by the Amazon Women Engineering (AWE) with the supervision and following up of our Mr Benjamin Neal. Some AWE representatives come to the Science Fair to celebrate the students' participation and wrap up the challenge experience. Thanks to the positive feedback and participation, the school wished to continue collaborating with AWE.

For the current year, as a first collaboration, AWE proposed us to collaborate for the "1 hour of code" event (<https://hourofcode.com/us>) on week 4-8 December 2023.

The Hour of Code is a global movement introducing tens of millions of students worldwide to computer science, inspiring kids to learn more, breaking stereotypes, and leaving them feeling empowered. Help students try their first hour of computer science with these steps. Our school has already participated to the event in past years during ICT hours.

Some AWE volunteers have come to school on December 7th 2023 to give an introductory speech related to the STEM and engineering world, with a little bit of women point of view, and have supervised the "1 hour of code" activity. The activity with AWE volunteers has been provided to students from Grade 3 to Grade12.





INTERNATIONAL SCHOOL
LUXEMBOURG

PYP units in action



Central idea
I'm becoming a student

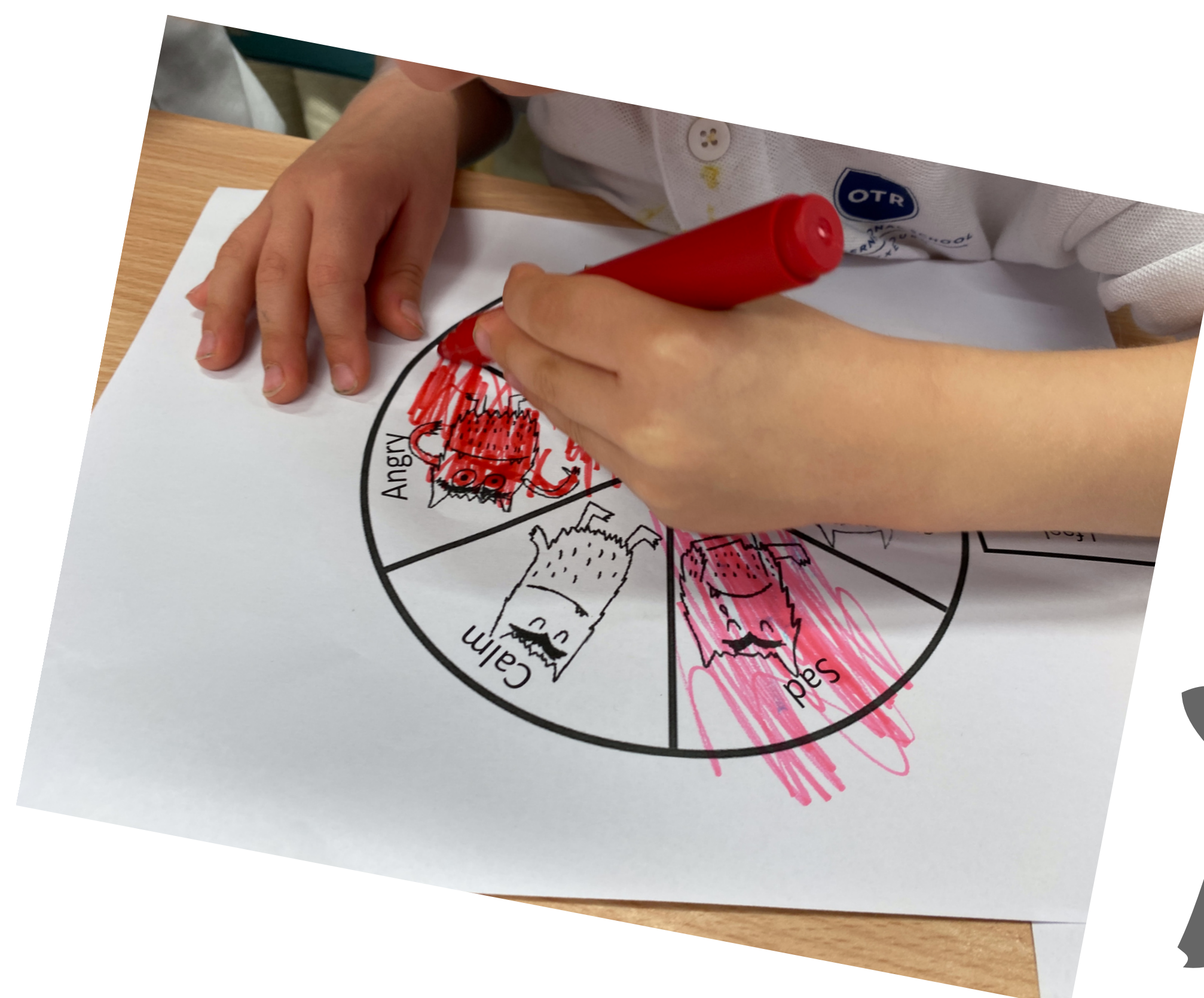
Maternelle

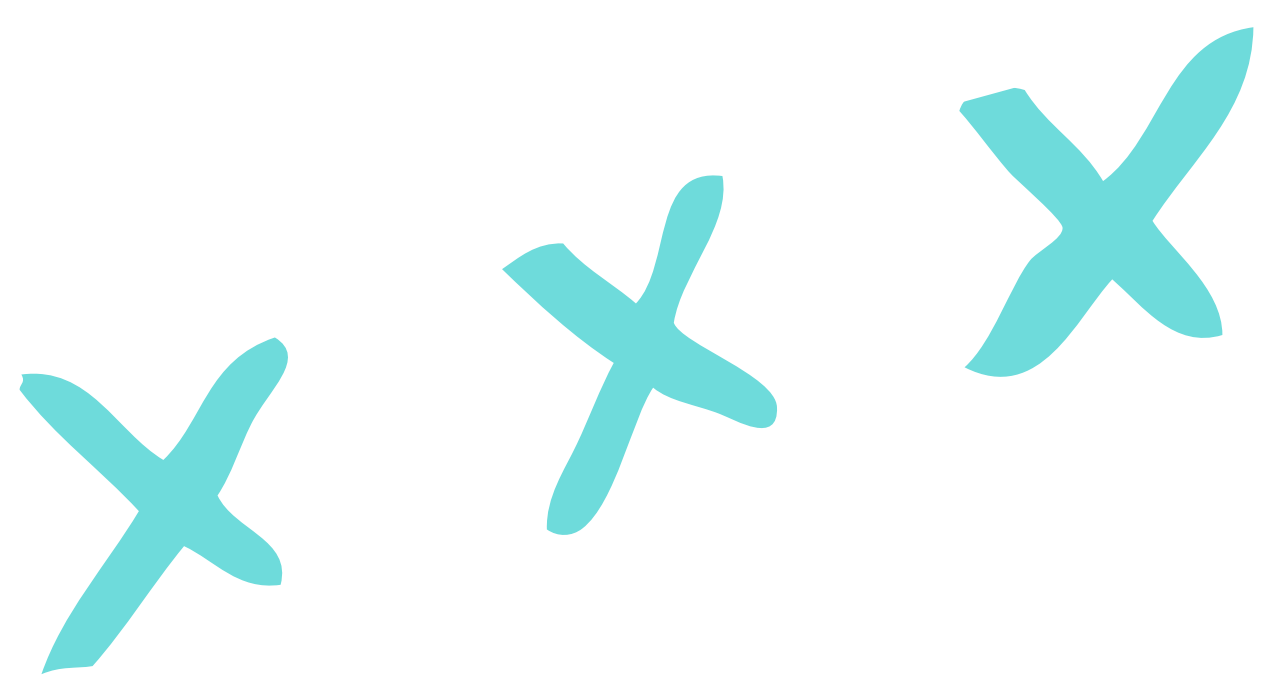
How relationships influence the view of
myself

Preschool classes have focused on their initial unit of inquiry, Who We Are, by investigating into the nature of the self and have also reflected on human relationships including families, friends and communities.

They have inquired about:

- their responsibilities at school
- the people around them and how they help
- how their actions affect other people in the community





INTERNATIONAL SCHOOL
LUXEMBOURG

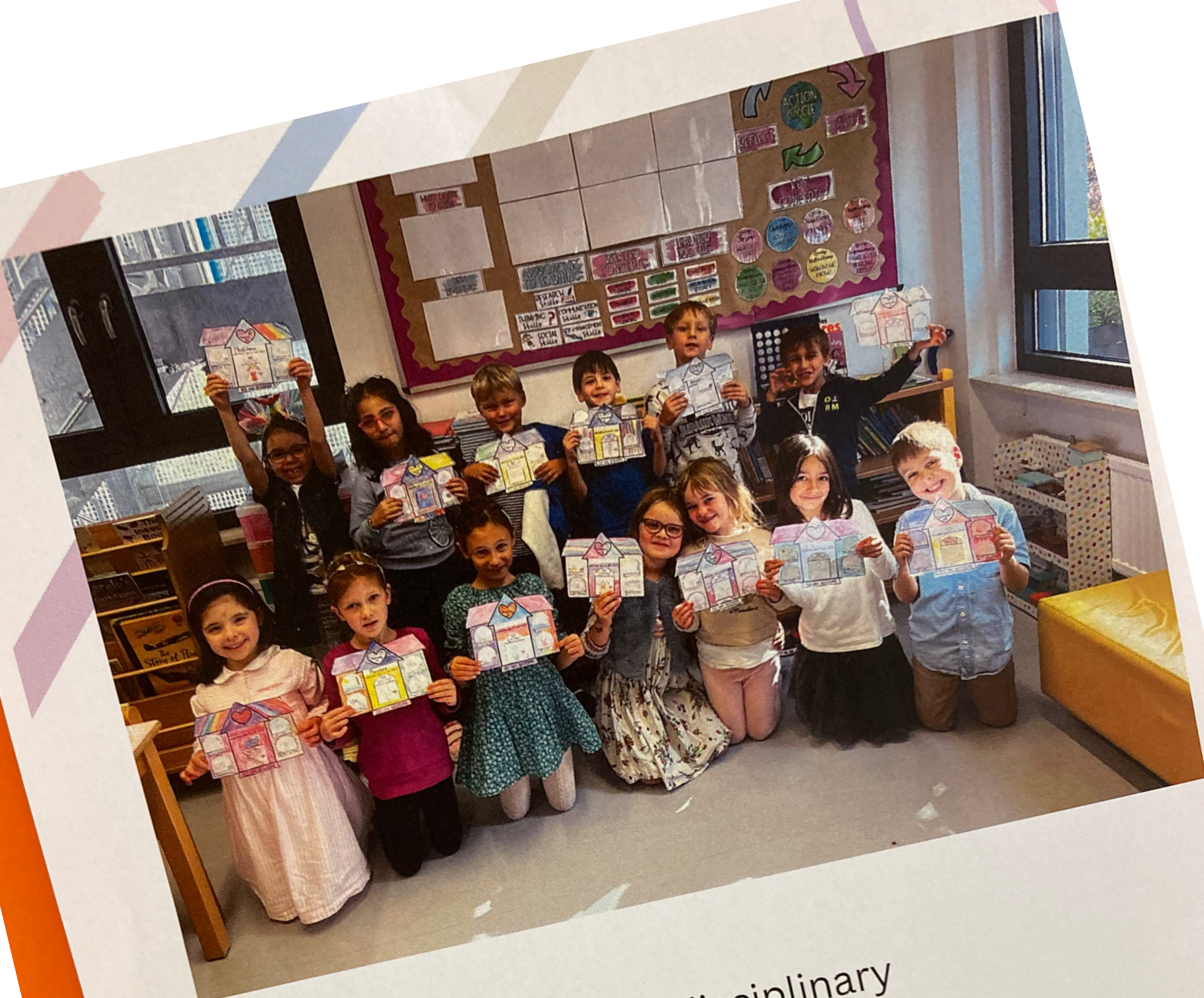
PYP units in action



Idée maîtresse
Ma bulle!

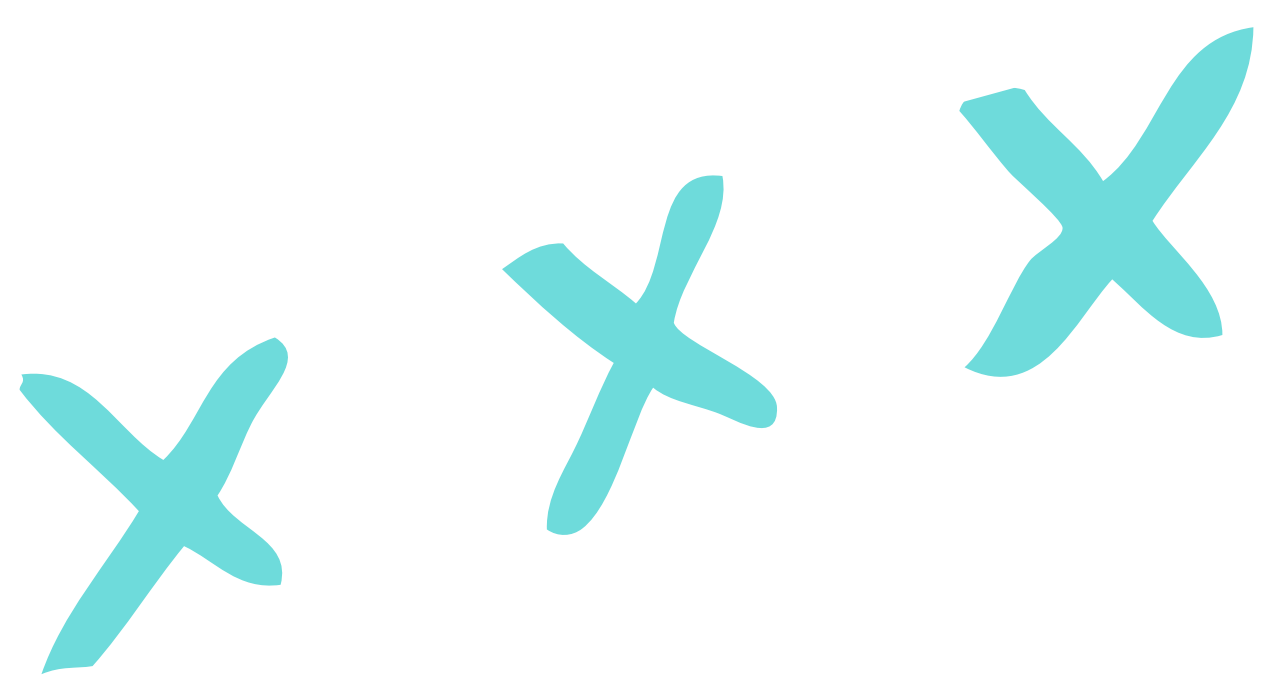
Grade 1

Comme point de départ de leur première unité de recherche "Qui nous sommes" les Grade 1 se sont interrogés sur le rôle des amis et de la famille dans le développement de chacun et sur l'influence que chacun peut avoir pour aider à cultiver un environnement accueillant.



We explored the transdisciplinary theme "Who We Are" by reading a diverse range of books and doing interactive activities designed to facilitate an understanding of self-identity and cultivate a welcoming environment.





INTERNATIONAL SCHOOL
LUXEMBOURG

PYP units in action



Idée maîtresse

Grade 3

Les habitations changent à
travers le temps et l'espace
Dwellings have changed across
space and time.

Lines of Inquiry

- Les caractéristiques des habitations autrefois et aujourd'hui
- Types of dwellings in the past and in modern times
- Les habitations à travers le monde (établir un lien avec la qualité de l'environnement à ces endroits).
- Dwellings across the world (make a link between the quality of the environment in these areas).
- Comment la localisation géographique a un impact sur les habitations
- How the geographical location has an impact on dwellings.



Focus on...

How we express ourselves unit

Les Grade 5 ont travaillé sur le poème de Paul Eluard
"Liberté"

Sur mes cahiers d'écolier
Sur mon pupitre et les arbres
Sur le sable sur la neige
J'écris ton nom

Sur toutes les pages lues
Sur toutes les pages blanches
Pierre sang papier ou cendre
J'écris ton nom

Sur les champs sur l'horizon
Sur les ailes des oiseaux
Et sur les moulins des ombres
J'écris ton nom

Sur chaque bouffé d'aurore
Sur la mer sur les bateaux
Sur la montagne démente
J'écris ton nom

Sur toute chair accordée
Sur le front de mes amis
Sur chaque main qui se tend
J'écris ton nom

Sur la vitre des surprises
Sur les lèvres attentives
Bien au-dessus du silence
J'écris ton nom

Sur la santé revenue
Sur le risque disparu
Sur l'espoir sans souvenir
J'écris ton nom

Et par le pouvoir d'un mot
Je recommence ma vie
Je suis né pour te connaître
Pour te nommer

Liberté.

Paul Eluard

Focus on...

How we express ourselves unit





Focus on...

Sharing the planet unit

An inquiry into ocean pollution...



The students did an inquiry into ocean pollution. They asked questions such as:

1. What causes ocean pollution?
2. How does ocean pollution affect sea life?
3. Why are people throwing garbage in the ocean?

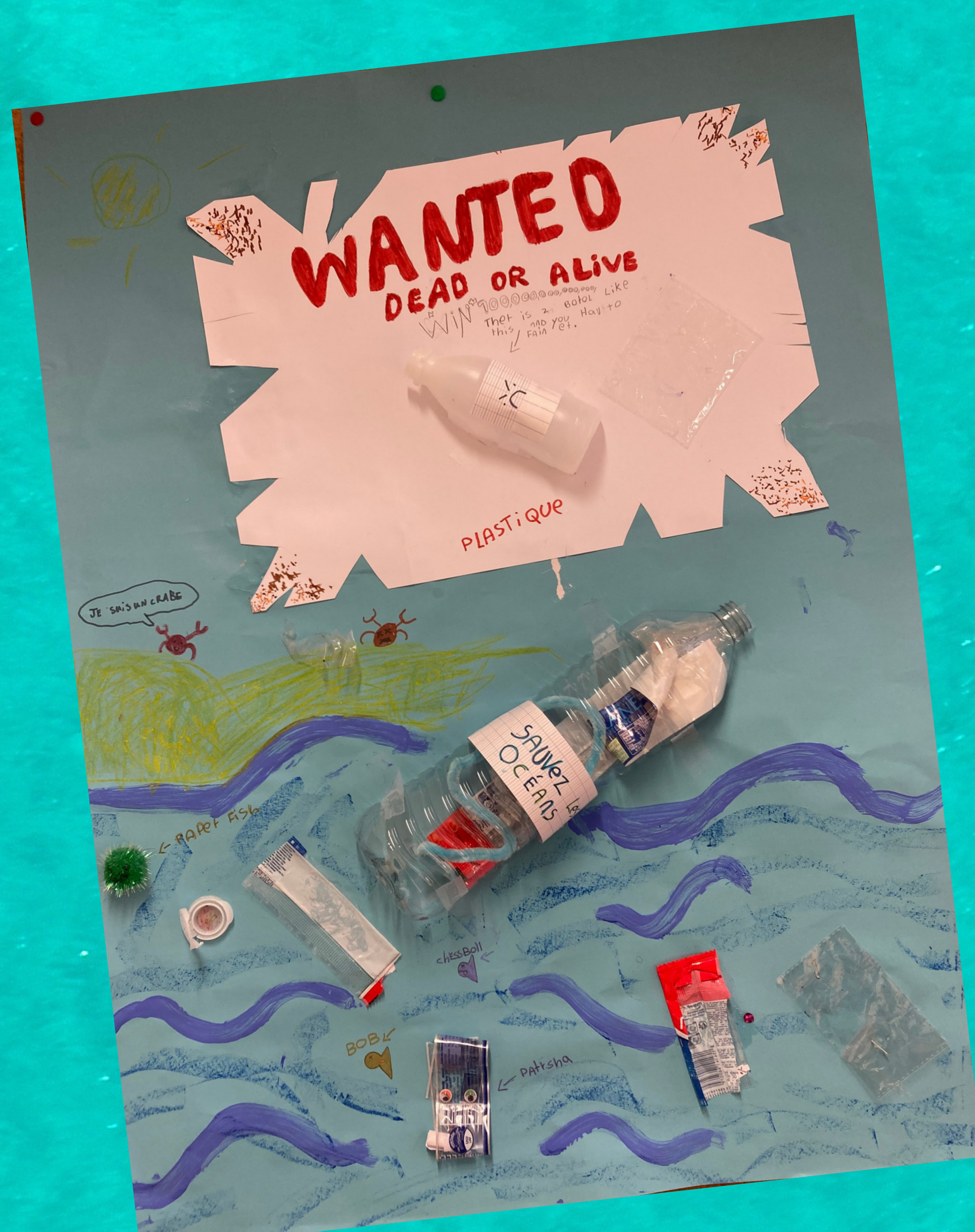
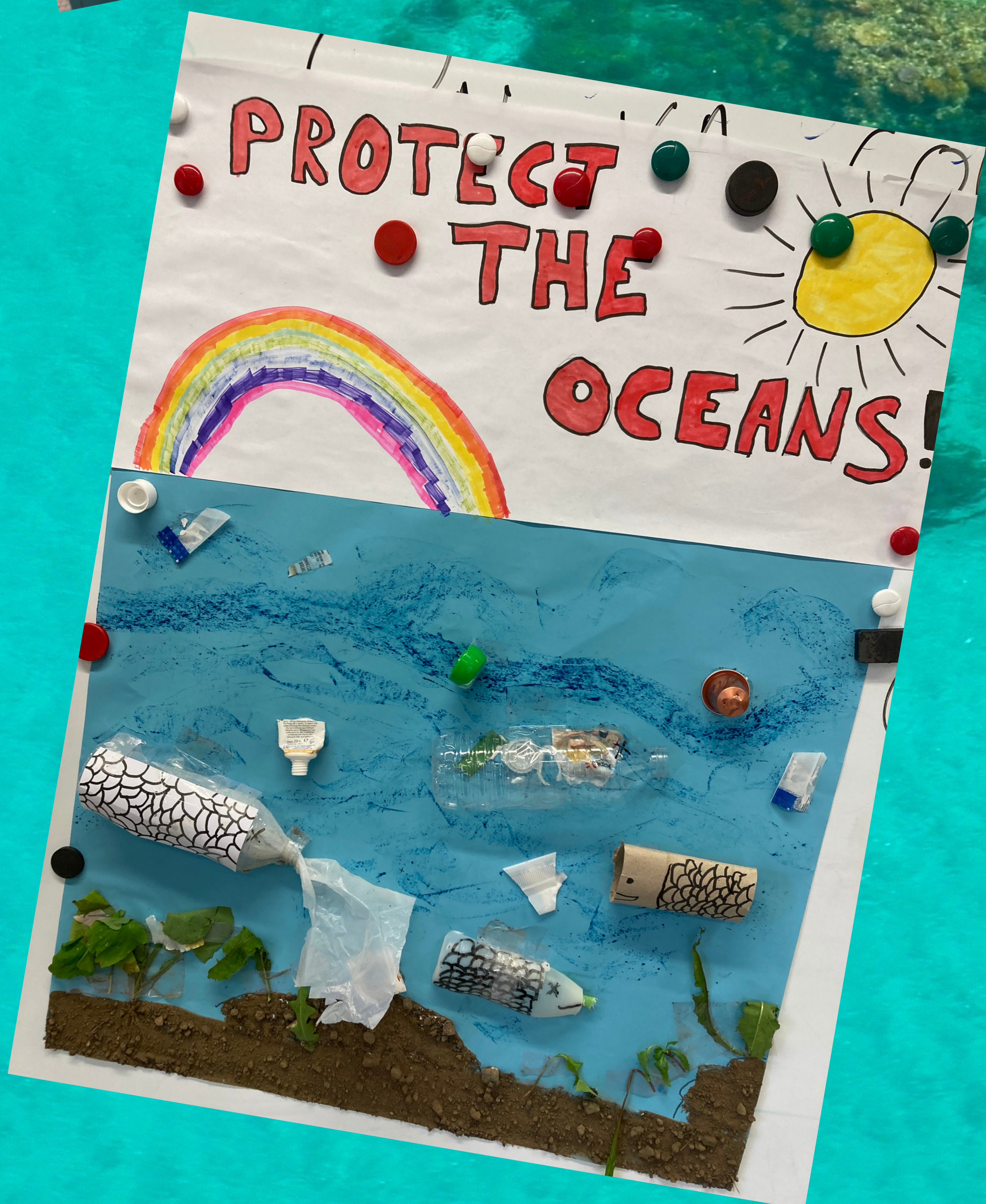
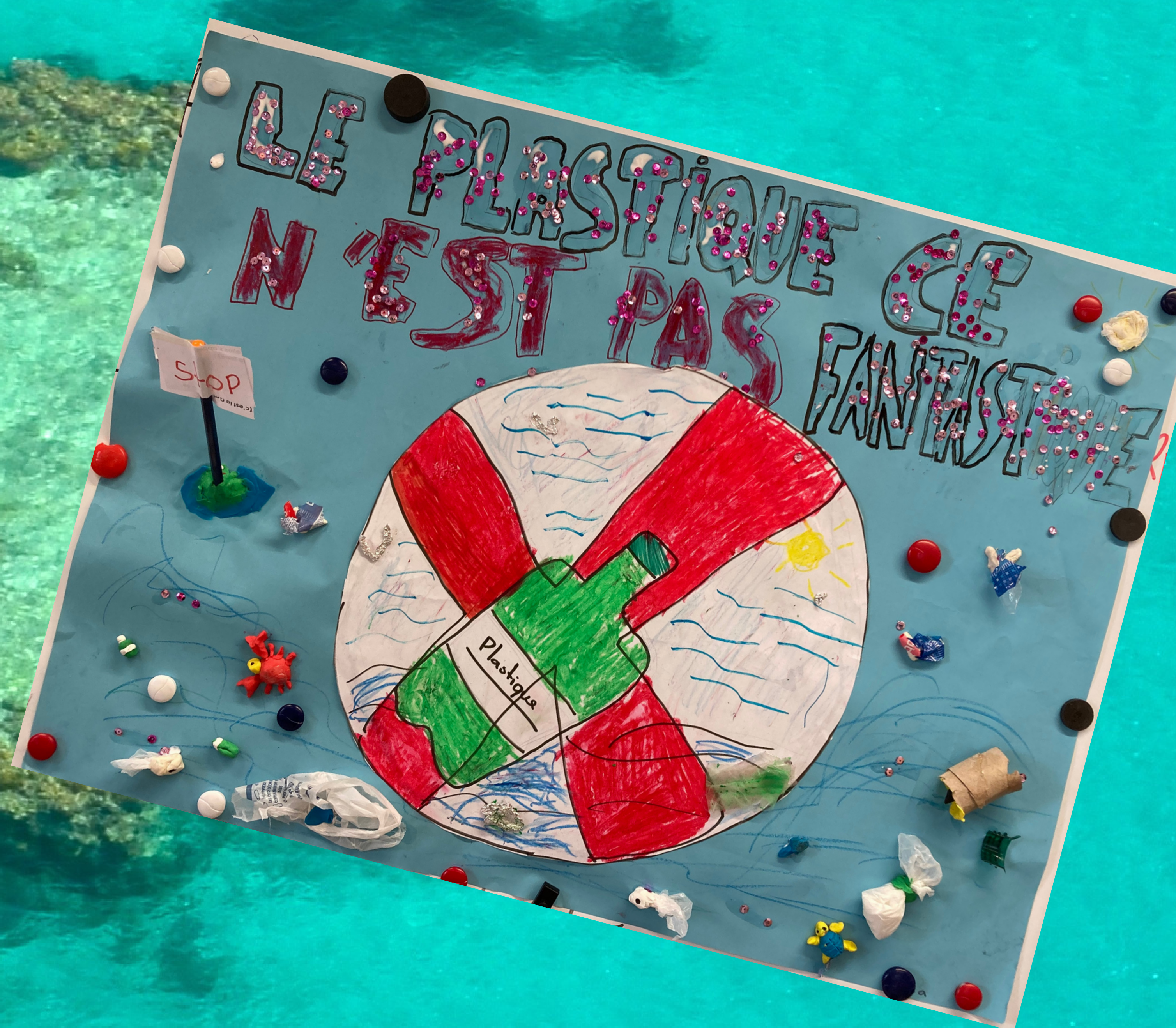
They decided to take action and make posters to inform the community of this disaster!





Focus on...

Sharing the planet unit



OTR learners profile

#PYPcommunicators

BILINGUISM

IB believes that PYP students learn to communicate in more than one language and with awareness of the power of language to have an impact on others.

PYP students will be confident communicators by expressing identity, developing international mindedness, becoming literate, effective inquirers and communicators

L'IB estime que les élèves du PP apprennent à communiquer dans plus d'une langue et en étant conscients du pouvoir de la langue sur les autres.

Les élèves du PP seront des communicateurs confiants en exprimant leur identité, en développant une ouverture d'esprit internationale, en devenant des enquêteurs et des communicateurs instruits et efficaces.

https://resources.ibo.org/pyp/subject-group/Teacher-support-materials/works/pyp_11162-413533?lang=en&view=div&root=1.6.2.2.7&alang=fr&odd=ibo.odd

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OTR learners profile

#PYPcommunicators

BILINGUISM

Depuis la rentrée de septembre 2023, OTR s'est donné comme ambition d'assurer un enseignement bilingue à tous nos élèves. Grace au travail des enseignants et à l'enthousiasme des enfants, nous pouvons dire aujourd'hui que le pari est en passe d'être réussi!

Since the start of the school year in September 2023, OTR has set itself the ambition of providing bilingual education to all our students. Thanks to the work of the teachers and the enthusiasm of the children, we can say today that the challenge is about to be successful!