



International[®]
Baccalaureate

Developments in the PYP

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IB Curriculum and Assessment Centre

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2007 publications

- **Making the PYP happen: A curriculum framework for international primary education**

January 2007

- **Making the PYP happen: Pedagogical leadership in a PYP school**

July 2007

Changes in the document

- How children learn
 - Revised planner
 - Subject annexes

The planner - making better connections

What is our purpose?

To better understand the **transdisciplinary theme** through an inquiry into a relevant **central idea**

Note the link between the **central idea** and the **summative assessment**

Planning the inquiry

1. What is our purpose?

An inquiry into:

Central idea:

Transdisciplinary theme:

Summative assessment task(s):

What are the possible ways of assessing students' understanding of the central idea? What evidence, including student-initiated actions, will we look for?

The **central idea** should be written in one sentence that expresses concisely an enduring understanding. It should be substantial enough to generate in-depth inquiries, be concept-driven and promote the ability to think critically. It should challenge and extend students' prior knowledge, and should be a means of extending students' understanding of the **transdisciplinary theme**.

Early in the collaborative planning process the definition of the **transdisciplinary theme** should be revisited to ensure that appropriate connections are made between it and the central idea.

These questions should be addressed immediately after formulating the central idea. If there is no effective way that students can demonstrate their understanding of the central idea, the central idea will need to be revised so that students' understanding of it can be shown. The articulation between the central idea and the summative assessment task(s) needs to be resolved before further planning takes place.


Teachers need to be mindful of the diverse forms of evidence that may indicate understanding of the central idea. Student-initiated action may well be one form of this evidence. Teachers may find it helpful to anticipate the possible student-initiated actions that could take place.

Planning for conceptual development

What do we want to learn?

The key concepts embedded in the central idea should be identified

Related concepts derived from the subject areas may also be identified

Class/grade: _____ Age group: _____	
School: _____ School code: _____	
Title: _____	
Teacher(s): _____	
Date: _____	
Proposed duration: number of hours _____ over number of weeks _____	

2. What do we want to learn?

What are the key concepts (form, function, causation, change, connection, perspective, responsibility, reflection) to be emphasized within this inquiry?

After discussing the relevance of the key concepts to the central idea, no more than three of the key concepts should be selected to focus on in this inquiry. Related concepts derived from the key concepts could also be listed here.

What lines of inquiry will define the scope of the inquiry into the central idea?

- There should be three or four lines of inquiry that clarify the central idea and define the scope of the inquiry. These contributing aspects of the central idea extend the inquiry, focus student research, and deepen students' understanding. Connections should be made as appropriate between the lines of inquiry, as well as with the central idea.
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What teacher questions/provocations will drive these inquiries?

The teachers have the responsibility of framing the inquiries at the beginning of the unit through the questions they ask and/or the provocations they provide (for example, rearranging the learning environment). This is also the opportunity for them to model explicitly the asking of open-ended, driving questions that will promote conceptual development.

As the collaborative planning process is ongoing, the planner will be revisited during the inquiry.

Reflection – as important as planning

To what extent did we achieve our purpose?

How could you improve the assessment tasks so you would have a more accurate picture of each student's understanding of the central idea?

Reflecting on the inquiry

6. To what extent did we achieve our purpose?

Assess the outcome of the inquiry by providing evidence of students' understanding of the central idea. The reflections of all teachers involved in the planning and teaching of the inquiry should be included.

It is understood that evidence of student learning will be found in student work, teachers' anecdotal records and classroom collections such as portfolios. One or two examples should be described here or attached to the planner.

How you could improve on the assessment task(s) so that you would have a more accurate picture of each student's understanding of the central idea.

This reflection not only gives the teachers the opportunity to improve the assessments, but also to modify and strengthen the central idea.

What was the evidence that connections were made between the central idea and the transdisciplinary theme?

Teachers should include clear and detailed examples of classroom discussions, comments or student work that demonstrate connections made between the central idea and the transdisciplinary theme.

Action in the PYP

What student-initiated inquiries arose from the learning?

What student-initiated actions arose from the learning?

Reflecting on the inquiry

8. What student-initiated inquiries arose from the learning?

Record a range of student-initiated inquiries and student questions and highlight any that were incorporated into the teaching and learning.

A range of student questions and wonderings should be recorded as evidence of the range of conceptual understanding in the group. Some student-initiated inquiries will be particularly influential in determining the nature of the inquiry and should be highlighted. These highlighted examples may influence and inform planning when the inquiry is next visited.

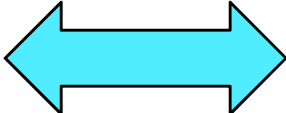
At this point teachers should go back to box 2 "What do we want to learn?" and highlight the teacher questions/provocations that were most effective in driving the inquiries.

What student-initiated actions arose from the learning?

Record student-initiated actions taken by individuals or groups showing their ability to reflect, to choose and to act.

As the action component may develop spontaneously during the course of the inquiry, or even after the inquiry has been completed, this section may be revisited both during and after the inquiry. Not every inquiry will necessarily have a student-initiated action component.

Pedagogical leadership in the PYP

the principal  **the coordinator**

separate roles

shared responsibilities

PYP review cycle

- Developing a transdisciplinary programme of inquiry – Jan 2008
 - sample programme of inquiry
 - five sample planners trialled in schools
 - guidelines for developing a programme of inquiry
- Exhibition guidelines – July 2008
- Scope and sequence documents
 - Science and social studies – July 2008
 - Language and mathematics – Jan 2009
 - Arts and PSPE – July 2009
- Basis for practice – Jan 2009
- The PYP as a model of transdisciplinary learning – July 2009

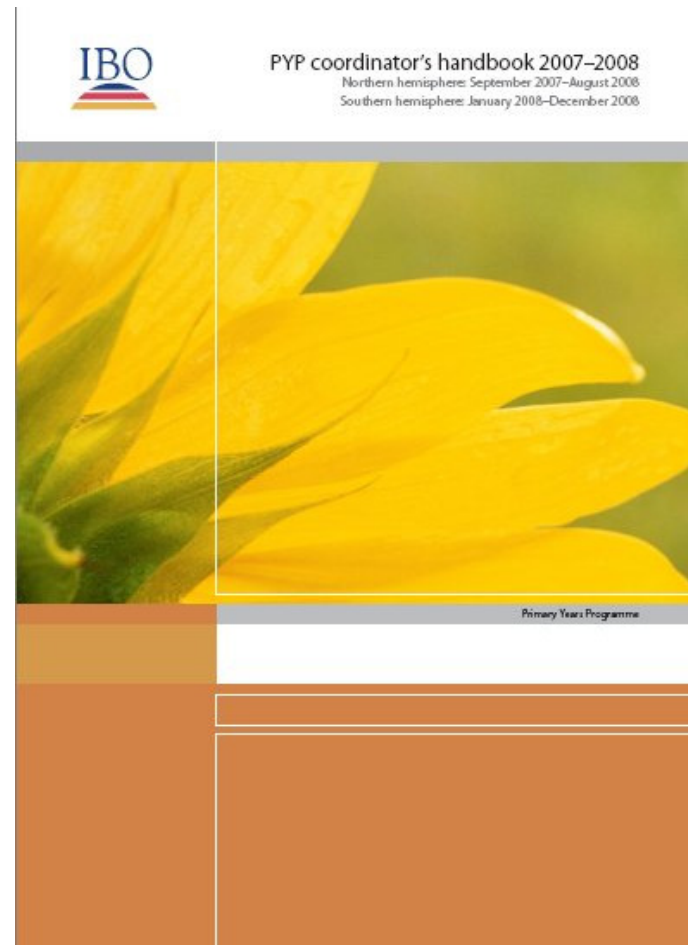
Communication

Coordinator's handbook
published annually

Coordinator notes
published biannually

News items posted on
OCC

IB learner profile video
on the public website



Assessment initiatives

- Monitoring schools' programmes of inquiry and sample planners
- Online workshop on assessment

The pilot

- Sept 2007 – Dec 2008
- establish budget
- revise rubrics
- invite schools and monitors
- module for training monitors
- collect work from schools together with self-assessments
- monitors comments to schools
- feedback from schools
- recommendations to IB directors

Online workshop on assessment

How to ensure that it's value added

How to ensure that the experience is interactive

How to ensure responses involve the school community

Professional development initiative

IB teacher award scheme for newly trained and practising teachers

- University of Melbourne, Australia
- George Mason University, Virginia, US
- University of Bath, England

Growth in the PYP

