



International[®]
Baccalaureate

Developments in the Primary Years Programme

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Central Idea

The IB and IB World Schools are in a reciprocal relationship for the betterment of student learning.

2011 PYP publications

- *PYP sample units of inquiry* (10) Feb 2011
- *The role of ICT in the PYP* June 2011
- *PYP sample units of inquiry* (7)
including single-subject inquiries and
exhibition Dec 2011
- *Developing a transdisciplinary
programme of inquiry—revised* Dec 2011

NB: Next revised suite of PYP curriculum documents to be published 2015

2012 PYP publications

- *History of the PYP* April 2012
- *Assessment in the PYP* June 2012
- *Case studies: How schools use the PYP scope and sequences* Nov 2012
- *PYP sample units of inquiry* (continued) including mathematics and additional-language units of inquiry Dec 2012

NB: Next revised suite of PYP curriculum documents to be published 2015

Role of ICT in the PYP

- Clarifies the role of ICT in the PYP
- The html version contains links to a range of sample materials provided by schools
- The IB is interested in receiving more sample materials relating to this publication through pyp.curriculum@ibo.org.



Developing a transdisciplinary programme of inquiry (Dec 2011)

- Result of pilot feedback
- POI revised to better reflect the criteria in the rubric
- New units incorporated that reflect current global issues, eg impact of technology, sustainability
- Introduction includes
 - criteria from pilot rubric
 - reference to relevant standards and practices (2010)
 - specific examples of the review process

Who we are 4-5 years

2008

2011

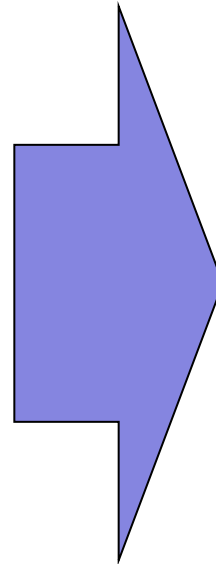
Central idea: Friendships enrich our lives and require nurturing in order to develop.

Key concepts: causation, responsibility

Related concepts: conflict or cooperation, interdependence

Lines of inquiry

- How friends are made and kept
- Why friends are needed
- Characteristics that develop healthy friendships



Central idea: People's relationships with each other can have an impact on well-being.

Key concepts: function, responsibility, connection

Related concepts: cooperation, friendships, balance

Lines of inquiry

- How we develop relationships
- How relationship affect us
- Roles and behaviour within relationships

Analysis

The central idea in the 2008 sample is value-laden, conveying the idea that our lives are **enriched** by friendships. The central idea was broadened to incorporate other types of relationships that may be significant to the students (classmates, friends, neighbours). The 2011 central idea is also more open to student inquiry, ensuring a range of responses. The related concepts and lines of inquiry were revised in light of the changes to the central idea.

PYP curriculum support material

Introduction

Current curriculum review cycle ending in 2015 provides opportunity for the development of curriculum support materials (CSM) throughout the cycle.

Rationale for CSM

- To support schools' understanding of PYP core documents
- To provide examples of the PYP in action
- To increase communication and collaboration between IB World Schools

PYP CSM currently available on the OCC

- *PYP sample units of inquiry* including planners and other illustrative material provided by schools
- Exhibition site (a website illustrating exhibition units)
- Videocasts introducing the Arts and PSPE scope and sequences

Additionally, *Sharing PYP practice* (web-based newsletter accessible from IB public website) Oct 2011
<http://blogs.ibo.org/sharingpyp/>

PYP sample units of inquiry [\(link\)](#)

- Currently 10 units of inquiry from schools' PoI
- Additional 7 units being added in December, including PE, arts (drama, music, dance), mathematics
- Additional language and mathematics units of inquiry (end 2012)



Mathematics unit of inquiry



Sharing PYP practice [\(link\)](#)

- Blog accessed on public website

<http://blogs.ibo.org/sharingpyp/>

- Collection of PYP in action stories
- Contributions from IB Africa, Europe, Middle East networks welcome!

Sharing PYP practice

Sharing examples of what PYP implementation looks like in IB World schools

Home About the site Contributors How to get involved

Developing internationally-minded students

BY PYP DEVELOPMENT | PUBLISHED: 15 OCTOBER 2011 | POSTED IN INQUIRY, INTERNATIONAL-MINDEDNESS, LEARNER PROFILE

How can teachers incorporate the IB learner profile and PYP attitudes into their programme of inquiry in meaningful and relevant ways?



This is a question we were faced with at the beginning of the year after receiving a large intake of new students into Year 5. New to the PYP, the new students were not familiar with the key elements of the PYP curriculum framework. We had the task of providing students with a global overview of the programme. Although each unit of inquiry addresses specific IB learner profile attributes and PYP attitudes, we reflected on different ways to develop an appreciation of these elements into everyday learning.

Fostering the students' natural curiosity, we focused an initial 'tuning in' activity on exploring students' knowledge base about the IB learner profile attributes and the PYP attitudes. They discussed and then visually represented their understanding of these elements of the programme. These depictions were placed on display for students to reflect upon regularly.

As a 'finding out' activity, students were given images of animals reflecting a particular PYP attitude or IB learning profile characteristic. They were asked to describe which element they felt the image reflected and discussed the reasons for their choice. Students enjoyed this activity as they could relate to the images and it promoted an interesting discussion, highlighting misconceptions about certain attitudes, including integrity and empathy which seem to be difficult to understand.

Another idea, which was adapted from a professional development session by Kath Murdoch, was to visually represent, in clouds, the PYP attitudes and to place them in a bucket by the door of the classroom. Each morning for a week, the children were asked to select one of the clouds. At the end of the day, students reflected verbally, providing examples of how they thought they may have displayed the attitude shown on their cloud.

A successful 'sorting out' activity linked to the language program: In groups, students participated in literature discussions about novels which were related to the current unit of inquiry. As part of this activity, students were required to locate and discuss situations within the plot in which characters



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Tags

- activities
- international mindedness
- learner profile

Recent comments

Easy search for entries

A page with information for PYP networks on how to get involved

A page for each contributing network

Moderated comments

Further CSM to be developed

- case studies of how schools are adapting or adopting the IB PYP scope and sequences
- assessment samples, in particular recording and reporting
- screencast on how to use the PYP planner with video of PYP teachers sharing their school's practice
- prompts to help schools in the selection and purchase of resources to support the pedagogy of the programme.

PYP research

- How schools evaluate the success of the IB Primary Years Programme
- Additional language teaching and learning in schools offering the IB Primary Years Programme

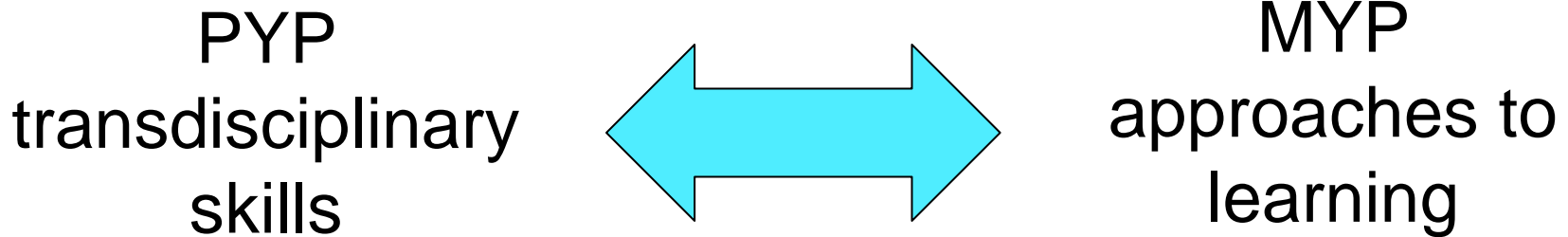
PYP planner on Google Docs



- The IB has developed and launched a PYP planner template on Google Docs, available on the PYP e-library on the OCC
- Some schools have already experimented with their own Google Docs planner and have found it be a useful platform for collaboration, including between schools
- Please share with us your experience and suggestions regarding the IB Google Docs planner template: pyp.curriculum@ibo.org

Contributing to the IB continuum of international education

Example 1



Example 2

Identification of key and related concepts
across the continuum

Inspiring education



Does the PYP still provide the opportunity to inspire teachers and students?

How...?

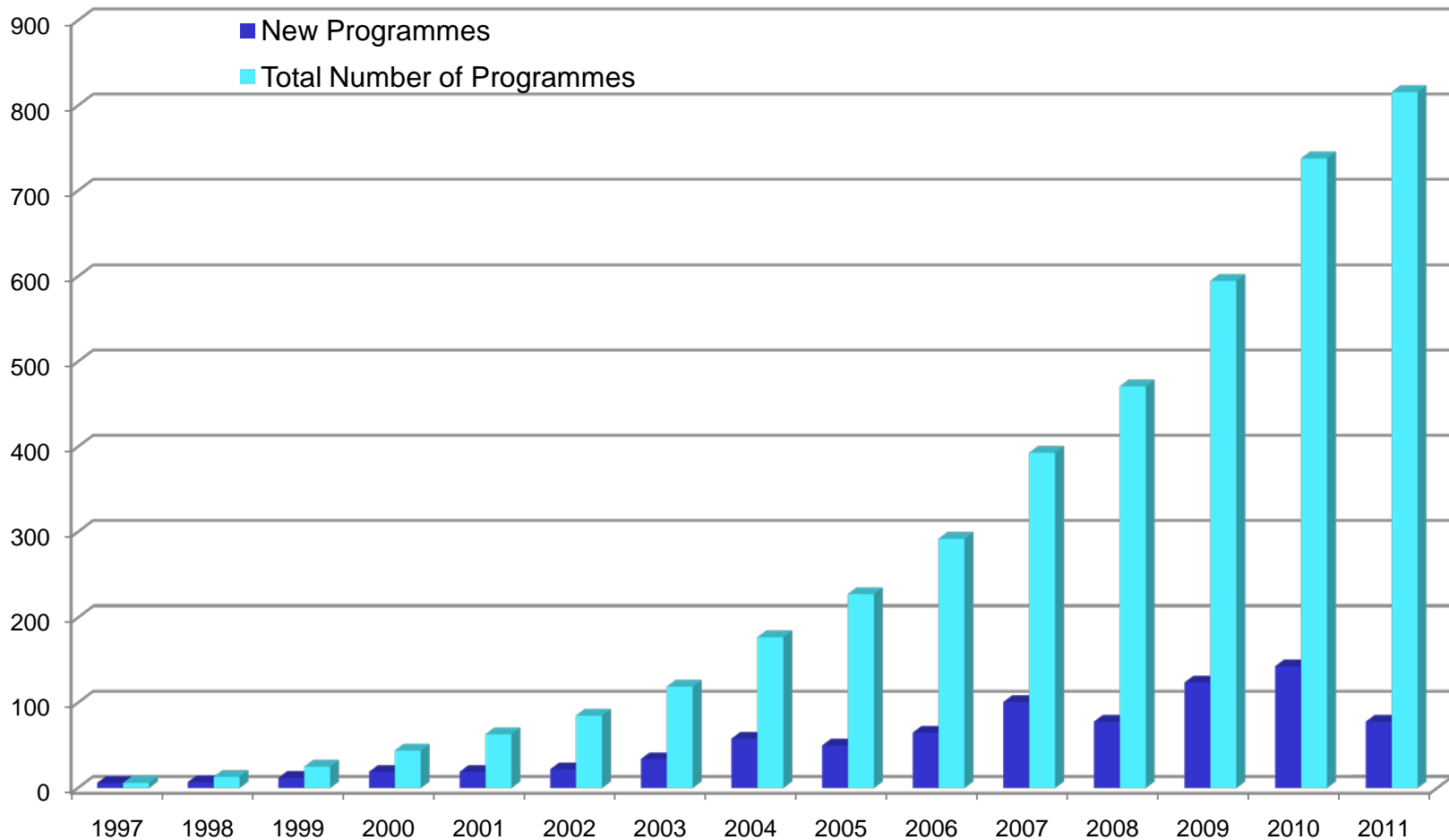
- By constructing his/her own meaning
- By taking responsibility for his/her learning
- By acting in accordance with the IB learner profile

A plea from the PYP development team

- Please ensure that all teachers in your school regularly visit the PYP e-library on the OCC.
- The feedback continues to be that teachers are unaware of available PYP curriculum documents

eg subject-specific PYP scope and sequences.

Growth of PYP (June 2011)



How to get in touch with us?

PYP teachers and administrators interested in sharing their points of view with the IB, contributing to and following the development of the programme may do so through:



Email: ibid@ibo.org
(for all queries)

Email: pyp.curriculum@ibo.org
(for curriculum related matters)



twitter: [@ibpyp](https://twitter.com/ibpyp)