

Summary

As we prepare for the launch of the enhanced Primary Years Programme (PYP) in late 2018, the International Baccalaureate (IB) is now developing clear guidance and support materials.

The review process has confirmed that the pedagogical and philosophical concepts underpinning the PYP are as sound—and as relevant—today as they were when the programme first launched in 1997. Informed by the latest research and feedback from our schools, enhancements have been designed to ensure that the PYP evolves to become even better for students, easier for teachers to implement and more flexible for schools.

The PYP remains trusted, timeless and transformational and the enhancements will provide clarity and guidance across the programme, for example:

- the **transdisciplinary framework** will explore the reciprocal relationship between the **learner, learning and teaching** and the **learning community**, broadening the perspective on what constitutes a PYP educational experience
- schools will find increased alignment across the IB continuum, for example the renaming of transdisciplinary skills to ‘**approaches to learning**’ and the strengthening of subject knowledge acquisition
- **increased guidance** will be offered on action, assessment, early years, the exhibition, language, planning and the form and nature of leadership
- a **dynamic, collaborative digital platform** will articulate the programme more clearly, guiding schools through implementation with improved teacher support materials and helping schools to better understand how they can evidence practice by linking to IB standards and practices and PYP requirements.

Key Enhancements

Agency will be central to the enhanced PYP, recognising the importance of self-efficacy, relationships and well-being of the whole **learning community**. Strong connections are made between student agency and the core elements of the PYP, including **language learning**, and the ways in which multilingualism—and affirming identity—support agency.

The concept of agency offers greater flexibility for students and the wider school community, allowing a more contextually relevant implementation of the programme.



The **early years** will be highlighted as the foundation for all future learning. Specific guidance and support includes pieces on the power of play, learning spaces, symbolic expression and self-regulation.

Assessment will be strengthened and more clearly articulates the iterative and collaborative process of designing, monitoring, documenting, measuring and reporting of student learning.

Action will be more strongly positioned as an integrated component of ongoing learning.

The enhanced PYP integrates the IB's philosophy on **technology and learning**, guiding schools through its use, both as a tool and as a concept.

Following user feedback, **the redesigned planner** will allow greater flexibility and guidance on the different ways in which year level and single subject teachers can collaborate both inside and outside the programme of inquiry.

Join the evolution of the PYP

Support our PYP community by sharing classroom practice.

More information:

[Programme resource centre for the PYP](#)

Programme queries? Email ibid@ibo.org