

TRUSTED, TIMELESS AND TRANSFORMATIONAL

Analysis of extensive research, data and feedback from our schools during the review process confirms that the inquiry-led transdisciplinary approach to conceptual learning in the Primary Years Programme (PYP) is as relevant today as when the programme first launched.

*“The learner remains at the heart of the learning process in the enhanced PYP, promoting students’ rights and responsibilities through **choice, voice and ownership**. All forthcoming enhancements have been designed to **strengthen** the programme, to ensure that it becomes even better for students, easier for teachers to implement and more flexible for schools, ideally placed to excite, educate and energise new generations of learners around the world.”*

Nicole Bien

Head of IB Primary Years Programme Development

Preparations for the launch of the enhanced PYP are now well underway. Our hardworking Publishing and Language Services departments are busy editing, translating and cross referencing content for the new digital resource. Once final edits have been made, we will be able to share more detail on the coming enhancements. You will find timeline for communications over the coming year below.

This pause offers an ideal opportunity for us to reflect on the global relevance of the programme, now implemented in more than 109 countries across the globe, in the pursuit of excellence in primary education.

Many key aspects of the PYP, supported by research and much valued by our schools and educators, remain pivotal to the philosophy and pedagogy of the programme.

INQUIRY

Learning in the PYP continues to be centred around an ongoing process of inquiry, action and reflection – an interplay of asking, doing and thinking.

Increased clarity will support teachers in their understanding and facilitation of inquiry as they plan for learning.



Easier for teachers to implement: teacher support materials will focus both on what inquiry learning looks like, and on helping teachers to understand their pivotal, multifaceted role in this process.

TRANSDISCIPLINARY LEARNING

Transdisciplinary learning remains at the core of the PYP learning experience, organised around the six transdisciplinary themes of universal significance.

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

The enhanced PYP will offer greater clarity about the relationship between transdisciplinary learning and learning in single subjects by providing different examples of collaboration and further guidelines for developing concept-driven inquiry both in transdisciplinary *and* single subject learning.

The subjects continue to play an important role in planning transdisciplinary units of inquiry as they **guide, support, enrich and connect learning**.

PYP UPDATE MAY 2017



Better for students: Organised around transdisciplinary themes, to be explored by students and supported by the learning community through inquiry, action and reflection, the enhanced PYP will better align with research on transdisciplinarity as a way of organizing and thinking about knowledge and engaging in inquiry.

LEARNER PROFILE

All IB programmes aim to develop **internationally-minded** students who become active and caring community members through the development of the 10 attributes described in the IB learner profile. These attributes represent a broad range of human capacities and responsibilities that encompass intellectual, personal, emotional and social growth.



Better for students: reinforcing the **central importance of the learner profile** attributes brings them to life for the learning community through examples of the learner profile in action, and reflective questions to help schools further develop them in their own context.



Easier for teachers to implement: teachers will be supported in facilitating and providing opportunities for investigation, exploration and discovery of specific learner profile attributes, their connections, and **how multiple attributes work together**.

PROGRAMME OF INQUIRY

Schools will still **create a programme of inquiry that vertically and horizontally maps the six transdisciplinary themes** for students to explore throughout their time in school. The emphasis remains on students encountering a **broad, balanced and connected programme of learning**.

All PYP schools construct a programme of inquiry, reflecting the unique aspects of their learning community, from its geography to the needs and experience of its members. The flexibility inherent in the programme of inquiry enables schools to meet their respective local and national requirements, while reflecting the philosophy of the programme.

A unit of inquiry still includes:

- a central idea
- key and related concepts
- lines of inquiry



More flexible for schools: 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.

APPROACHES TO TEACHING and APPROACHES TO LEARNING (previously transdisciplinary skills)

Through the approaches to teaching and approaches to learning, the PYP student experiences an education that is significant, relevant, challenging and engaging.

Our focus on **approaches to learning** (thinking skills, communication skills, social skills, self-management skills and research skills) remains grounded in the belief that learning how to learn is fundamental to student education and we are providing more guidance for teachers to support students' development of these skills and sub-skills.

- **Concepts** and the development of conceptual understandings remain central to PYP learning and teaching.
- A continued culture of **collaboration** ensures a holistic, transdisciplinary and coherent learning experience for students.

PYP UPDATE MAY 2017

- Learning and teaching in the PYP continues to be informed by **assessment**.
- The transdisciplinary themes continue to provide students with opportunities to inquire into issues within their **local and global contexts**.
- **Inclusion** through multiple grouping and regrouping opportunities remains a recommended approach to learning and to teaching in the PYP.

THE EXHIBITION

The exhibition remains positioned as one of the many opportunities throughout the PYP to reflect on, share, celebrate and demonstrate learning, action, international-mindedness and the learner profile attributes.

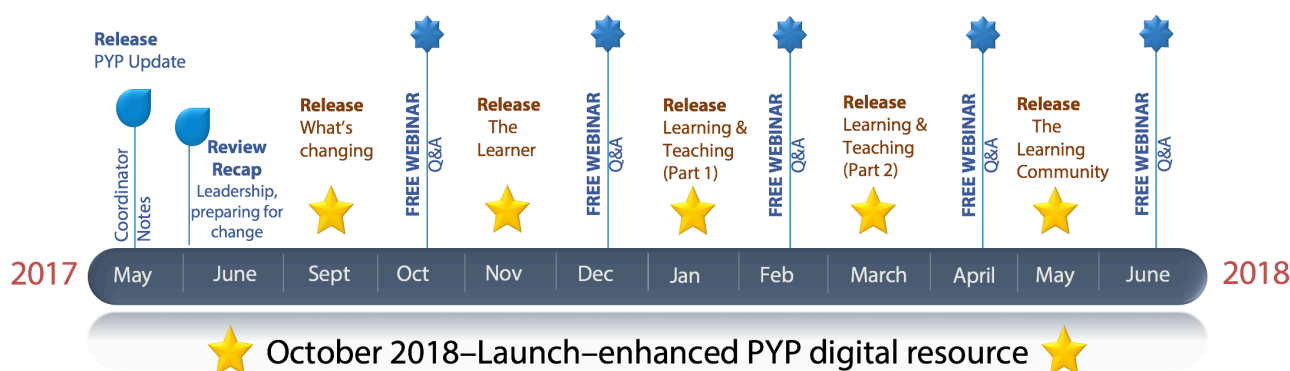
FOR YOUR INFORMATION

Although not included in the general Review, the review of the **scope and sequence documents** will follow after the launch of the enhanced PYP in October 2018.

STAY UP TO DATE

For the latest official communications and updates, please visit your [Programme resource centre](#) regularly.

Key communications timeline:



Key communications you may have missed...

March 2017 [Broadening the interpretation of PYP requirement C3.1.b](#)

February 2017 [Review Update](#)

June 2016 **Video**
The Learner, The Learning Community, Learning and Teaching in the Enhanced PYP



QUESTIONS? ibid@ibo.org

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