

LEARNING & TEACHING IN THE ENHANCED PYP— PART 2

INTRODUCTION



Learning & teaching—part 2 is the third deep-dive into the enhanced Primary Years Programme (PYP) through the new organizing structure of the programme.

Full content of the enhanced programme will be released through the digital resource, ***PYP: From principles into practice***, in October 2018. This will include the planners and other new teacher support materials.

A transition document providing guidance around implementation of programme enhancements, for schools at various stages of authorization and evaluation, will be released in June 2018. This will allow a minimum of two years for you to familiarize yourself with the enhanced programme before the launch of 2020 *Programme standards and practices*.

In the enhanced PYP teachers will, as creative professionals, have greater freedom to design learning engagements and teach in ways that enable their students to take greater control over their own learning. Professional development will continue to create and support a culture of teacher quality and growth for PYP educators and leaders alike.

Existing workshops, based on the trusted and timeless aspects of the programme, will continue to support inquiry based, conceptual, transdisciplinary learning, while new workshops—to support the transformational process towards implementation of the enhanced PYP—will be launched from March 2019.

OVERVIEW

Following our January outline of enhancements in ***Learning & teaching in the enhanced PYP - part 1***, this communication explores concepts, developing a programme of inquiry, assessment and language in the enhanced PYP.

You will notice that enhancements provide greater flexibility, improved clarity and support for schools to make the PYP:



better for students



easier for teachers to implement



more flexible for schools.

Glen Hayres, Assistant Principal/PYP coordinator

“The enhancements to the PYP have made our pedagogical leadership team stop and reflect on how they can best be implemented in our school. Staying true to our collaborative practice, our whole staff will work together to:

- *reflect on current practice to see what aligns to the enhancements. What practices are strong at our school that we do not want to change?*
- *look carefully at areas of greater flexibility and the impact this will have on our school. Using different thinking routines will help with this. For example, asking questions like ‘What could happen if we **do** do this?’ ‘What could happen if we **don’t** do this?’*
- *develop an action plan, with agreed upon actions and deadlines, to ensure collective ownership.*

By involving all staff in this process, and not just the pedagogical leadership team, we feel that strong collaboration will continue and change will therefore be easier to implement”.

WHAT ENHANCEMENTS STRENGTHEN CONCEPTS?

The PYP continues to embrace a concept-driven approach to learning and teaching.

A range of conceptual understandings may arise from the concepts and, ultimately, the central idea.

Reflection is no longer listed as one of the key concepts and will be fully integrated throughout all learning and teaching to strengthen the ongoing inquiry process. The remaining seven key concepts will continue to be mapped within the programme of inquiry.

Additional support and strategies will provide greater clarity around key and related concepts.

WHY?

Reflection *How do we know?* will be removed from the collection of key concepts. Integrated throughout the inquiry and planning process, both inside and outside the programme of inquiry, reflection will be interwoven with other aspects of the programme such as the learner profile and approaches to learning. For both teachers and students, reflection will become a more dynamic, ongoing process.

Recognizing that students bring varying degrees of prior knowledge—and different personal and cultural perspectives and experiences to each inquiry—supports agency. These differences may also result in a range of conceptual understandings arising from a central idea and the associated concepts.



Fully integrating reflection throughout all aspects of learning and teaching will strengthen its iterative nature, and enrich learning experiences inside and outside the programme of inquiry.

WHAT ENHANCEMENTS STRENGTHEN CONCEPTS?

WHY? (continued)

Acknowledging that a range of conceptual understandings may arise from the central idea supports student agency and values the unique experiences and perspectives brought to each inquiry by learners and the learning community.



Improved resources will provide greater clarity around the role of key and related concepts and the development of conceptual understandings inside and outside the programme of inquiry.

HOW?

All learning and teaching in the PYP will continue to be mapped vertically and horizontally in the programme of inquiry and approached through concept-based inquiry—engaging students with significant ideas to promote meaningful learning experiences and conceptual understandings.

Examples of learning and teaching strategies will support the development of conceptual understandings.

Chris Overhoff, IBEN

“Teaching and learning for understanding starts with the key and related concepts. Since concepts are globally significant ‘big ideas’ that transfer across disciplines and cultures, they serve as the lens through which learners can make transdisciplinary and personal connections.

I like that teachers, no matter where they are in the world, can use their local context to teach towards relevant and significant ideas (concepts) that engage a learner’s intellect and most certainly lead to student agency”.

WHAT ENHANCEMENTS STRENGTHEN DEVELOPING A PROGRAMME OF INQUIRY?

There will be greater flexibility around the way you choose to organize, design and present your programme of inquiry.

Your programme of inquiry for students from 6–12 years will continue to be horizontally and vertically mapped against all six transdisciplinary themes. To ensure that transdisciplinary learning takes place, all subjects and key concepts will still be represented within the programme of inquiry. Each transdisciplinary unit of inquiry will continue to include more than one subject.

You may opt for students from 3–6 years to address a minimum of four units in their programme of inquiry each year, to include the transdisciplinary themes *Who we are* and *How we express ourselves*.

Your collaborative team will have the discretion to decide the most appropriate timeframes for each unit of inquiry.

Your collaborative team may also choose to develop your own unit of inquiry planner using the PYP planning process or adopt or adapt one of the sample templates.

WHAT ENHANCEMENTS STRENGTHEN DEVELOPING A PROGRAMME OF INQUIRY? *(continued)*

WHY?



Honouring the concept of agency recognizes that you are best placed to develop the programme of inquiry to meet the needs of students in your unique school context.

The flexibility to organize, design and present your own programme of inquiry will ensure:

- a) a stronger and more authentic transdisciplinary learning experience for students
- b) the flexibility to incorporate local and national requirements.



More flexible time frames for units will better support student inquiries. Teaching teams will have the discretion to decide appropriate starting points and time frames for each unit of inquiry to ensure they are age appropriate and fit for purpose.

Increased flexibility in determining the length of each unit of inquiry also allows for deeper student engagement and addresses the need to map a programme of inquiry against mandated curriculum requirements.

HOW?

Your unique, programme of inquiry will continue to map the transdisciplinary themes across the year groups and ensure that units of inquiry connect learning across, between and beyond subjects.

Students will continue to build on their learning by revisiting, adapting theories and deepening conceptual understandings throughout their time in the PYP.

Timeframe	
Continual investigation	
Revisiting once, or numerous times	
Discrete beginning and ending	
Investigating in parallel with other unit(s)	

Greater flexibility on starting points and time frames for your units of inquiry will create a range of learning opportunities, for example, one unit could run throughout the whole year, while others could be revisited once or numerous times, with some overlap where appropriate.

An inquiry into a central idea considers the breadth and depth of the learning; therefore, a minimum duration of **3–4 weeks** is recommended for each transdisciplinary unit of inquiry.

Teacher support materials include: a journey of a school using the planning process to design their own planners, and a learning story of a school embracing flexible time frames.

WHAT ENHANCEMENTS STRENGTHEN DEVELOPING A PROGRAMME OF INQUIRY?

HOW? *(continued)*

PLEASE NOTE: the new planner templates will be released in October 2018, with the full PYP content, as part of the new digital resource.

Nicky Bourgeois, PYP educator

“Incorporating flexibility within the programme of inquiry is an exciting development. This subtle shift in what is emphasized when designing a programme of inquiry, reduces rigidity and moves us towards thinking and acting in a flexible way. It acknowledges the importance of knowing and responding to our context, community and values. There is scope for strengthened transdisciplinarity across and beyond disciplines, and for increased depth to the conceptual understandings that our students gain.

I encourage you to set aside time to enable your teachers to think divergently about possibilities for your programme of inquiry, and to be willing to try something new. Imagine the impact on student learning when through this, teachers experience the value of agency, and extend this to their classroom practice!”.

WHAT ENHANCEMENTS STRENGTHEN ASSESSMENT?

Through being positioned more as ongoing and central to learning and teaching, assessment in the enhanced PYP will focus on developing assessment capability in teachers, students and across the learning community.

Four pivotal dimensions of assessment—monitoring, documenting, measuring, and reporting—will support knowledge and skills acquisition, the development of deep conceptual understandings, and self-regulated learning.

Schools will determine when and what type of assessment is appropriate to generate the data they need to inform learning and teaching.

The planning process and supporting planners are designed to reflect ongoing assessment with a focus on teacher and peer feedback and how these support next steps in learning and teaching.

WHY?



Immediate, effective feedback will enable students to develop their assessment capabilities, self-monitor and adjust their learning, building self-efficacy, resilience and well-being.

WHAT ENHANCEMENTS STRENGTHEN ASSESSMENT?

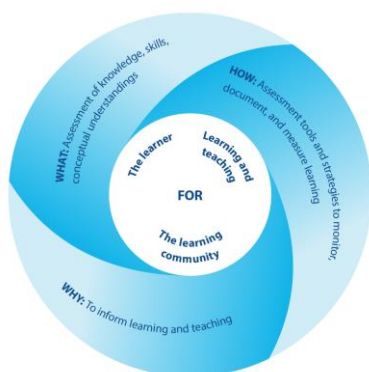
WHY? *(continued)*

An assessment-capable student will be able to reflect on their learning, identify or co-construct learning goals and success criteria, develop metacognitive skills (thinking about thinking), give and receive feedback and consider next steps to consolidate their learning.

Developing assessment capability in teachers will enable a deeper understanding of what students have learned and where they need to go next in their learning.

Building a culture of assessment capability across the learning community will develop shared understandings of student learning and facilitate a more collaborative approach to planning, reflection, and moderation.

HOW?



The fundamental purpose of assessment is to understand where the student is at any given time and over time in their learning; and to use this information to promote and support further learning. It involves the gathering and analysis of information about student learning to inform teaching practice and identify what students know, understand and can do at different stages in the learning process.

Highly effective assessment in the PYP will be integrated, authentic, holistic, developmentally appropriate, and responsive to learners.



Improved support includes a graphic on monitoring, documenting, analysing, measuring and reporting on learning, and a self-audit framework for designing and integrating assessment

Teacher support materials include: assessment in early years, an example of SOLO taxonomy in the PYP, and guidance on co-constructing success criteria with students

Ryan Higbea, PYP coordinator

“At first glance, this enhanced view of assessment appears to be a confirmation of a central belief in the PYP: that assessment is integral throughout the learning process.”

“What intrigues me, is how clearly the enhanced PYP defines what it means to be ‘assessment capable’, from the perspective of the student, the teacher and the wider learning community. I’m hopeful that this clarity will encourage us to broaden our thinking on assessment; to consider how to leverage voice, choice and ownership as we collaboratively create and use assessment to drive learning forward”.

WHAT ENHANCEMENTS STRENGTHEN LANGUAGE?

Language will be embedded throughout “the learner”, “learning and teaching” and “the learning community” to support a school culture of language learning and international-mindedness.

Multilingualism, the use of two or more languages, will be encouraged and supported through the development of multilingual learning environments and multilingual communities, affirming student identity and agency.

Development of student language profiles will support learning and teaching.

Translanguaging, the process in which students flexibly draw on known languages, combining their elements to meet communicative and social needs, is introduced as a dynamic view of language integration.

WHY?

A culture of language learning is foundational to a PYP learning community and a cornerstone of international-mindedness.



Language also has an important role in affirming and expressing identity, impacting on self-efficacy and students’ beliefs in their ability to succeed.

“It is hard to argue that we are teaching the whole child when school policy dictates that students leave their language and culture at the schoolhouse door”.¹

“Only by drawing from their entire language repertoire will bilingual students be able to demonstrate what they know, and especially what they can do with language”².

Multilingualism is understood to have cognitive benefits for students, including increased attention and focus and improved problem solving and thinking skills.

Language is central to inquiry and underpins students’ capacity to think critically and creatively, to inquire and collaborate, to access and process knowledge and develop conceptual understandings

HOW?



Language learning is an interplay between learning language, learning **through** language and learning **about** language.

Developing multiliteracies will involve different ways of students accessing and making meaning, including digital technologies and their potential for expression and collaboration.

Language development will be supported by the whole learning community.

¹ (CUMMINS, J. et al. *ELL Students Speak for Themselves: Identity Texts and Literacy Engagement in Multilingual Classrooms* (1) 2006. Accessed 15 March 2018.

² (Grosjean, F. March 2016. *Interview with Ofelia García*.



Improved resources will help teachers support students new to the language of instruction through practical translanguaging strategies.

You can support the development of language skills in the classroom, inform your planning *and* build on the knowledge and strengths of students by:

- creating student language portraits
- capturing the language background of students, their experiences and goals
- exploring the use of translanguaging strategies.

You can support language in your learning community by:

- developing a positive culture of language learning
- using language diversity as a resource
- Developing a multilingual learning environment.

Teacher support materials include: building a multilingual learning community self-audit tool, translanguaging strategies, school language policy learning story, support for creating student language portraits.

Stuart Pollard, IBEN

“I am excited to see how the new approach to language will transform school culture, inside and outside the classroom. Celebrating language across the community will result in enhanced communication, increased inclusion and deeper levels of intercultural exchange and understanding.”

By seeing everyone in the learning community as both a language teacher and a language learner, we will actively promote inquiry, international mindedness and a democratic approach to teaching and learning”.

ADDITIONAL INFORMATION

A reminder that the final communication detailing enhancements coming in October 2018 “The learning community” will address a community of learners, international-mindedness, leadership, collaboration, learning environments and the role of technology in PYP towards the end of May 2018.

Following receipt of this communication you may consider exploring some of these themes with the knowledgeable PYP learning community. We will monitor online discussions carefully and our support team comprising IB specialists and educators will discuss the most common themes/questions in the next scheduled support webinar on 24 April 2018.

A recording of the webinar, together with updated frequently asked questions (FAQs), will be made available on the programme resource centre at a later date.

COMMUNITY SUPPORT WEBINAR

Learning & teaching in the enhanced PYP

Tuesday 24 April 2018

Washington DC: 8am The Hague: 2pm Singapore: 8pm

[Sign up here](#)

DIGITAL RESOURCE

The new digital experience being released in October 2018, will replace *Making the PYP happen: A curriculum framework for international primary education* and most other supporting PDF documents, although these will still be available until transition to the enhanced PYP is complete.

A single-sign on through [My IB](#) will enable you to access the new PYP digital platform on the [programme resource centre](#).

Guidance on transition to full integration of the enhanced PYP in your school is currently in development and will be released in June 2018. This will allow a minimum of **two years** for you to familiarize yourself with the enhanced programme before the launch of revised standards and practices.

KEY COMMUNICATION TIMELINE



Communications you may have missed:

[Learning & teaching in the enhanced PYP—part 1](#)

[The Learner in the enhanced PYP + FAQs + webinar](#)

[Trusted, timeless and transformational](#)

[Leadership and preparing for change](#)

- The first communication detailing enhancements coming to “Learning & teaching”.
- An exploration of enhancements coming to “The learner”.
- A summary of what’s not changing in the enhanced PYP.
- A reflection on the role of agency in leadership and continuous school improvement.

QUESTIONS? COMMENTS? CONSULT OUR KNOWLEDGEABLE ONLINE COMMUNITY



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