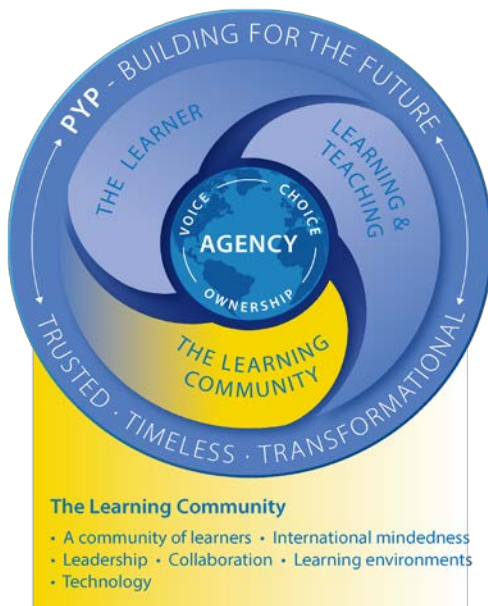


INTRODUCTION

This concludes the series of “deep-dives” into the enhanced Primary Years Programme (PYP), through the new organizing structure of the programme.

The full content of PYP: From principles into practice will be released through the programme resource centre in October 2018 and will signal the first big step in the continuing evolution of the programme. Scope and sequence documents are currently under review and additional teacher support materials are being developed to support your evolving needs.



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 release of revised *Programme standards and practices* in 2020.

Professional development in the PYP is carefully designed and delivered to create and sustain a culture of teacher quality and growth. The enduring relevance of existing workshops means they will continue to support inquiry based, conceptual, transdisciplinary learning. New category 1 and 2 workshops, launching in March 2019, will build on the current professional learning by focusing both on teacher practice and on PYP: From principles into practice.

OVERVIEW

The final “deep-dive” into enhancements coming to the PYP in October; this communication explores a community of learners, international mindedness, leadership, collaboration, learning environments and technology in the enhanced PYP.

You will notice that these 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.

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Christopher Frost, PYP Principal:

"I am beginning to appreciate how agency runs through the veins of all these enhancements: fueling learning. This latest release describes agency as the leadership potential latent in the entire community. Formal leaders become distributors and promoters of leadership: motivating, challenging and empowering others to accept and enjoy leadership roles. Agentic leadership builds: community, self-efficacy, capacity, momentum, traction and (above all) learning. It's great to see learning as one of the seven Leadership Capabilities.

A principal's key role may be to learn *with* the community. By displaying our own curiosity and volunteering what we ourselves don't fully yet understand, we create an open climate of risk taking, questioning, self-reflection and goal-setting. We set a stage where others feel needed, valued and empowered to lead professional learning and to lead initiatives. This way we all learn from one another and our organizations improve!"

WHAT ENHANCEMENTS STRENGTHEN A COMMUNITY OF LEARNERS?

A community of learners has been introduced to specifically prioritize people and their relationships.

Positive and trusting relationships will encourage and support well-being, self-efficacy and agency across an inclusive and collaborative learning community.

Schools will implement, communicate and regularly review an inclusion policy designed to create a culture of support so that all students may reach their full potential (*Programme standards and practices (2020)*).

WHY?

An inclusive and caring community will prioritize people and their relationships to support well-being, self-efficacy and agency. Continuing to foster a spirit of inclusion will build and strengthen a cohesive and positive learning community.

Education is a social and collective endeavour. Viewing the world as the broadest context for learning celebrates our common humanity and develops international mindedness.

HOW?

An inclusive and collaborative community of learners will have a shared commitment to:

live peacefully together-

- exploring linguistic and cultural diversity
- engaging with the wider world through intercultural experiences
- nurturing a sense of belonging
- exploring human commonalities through the transdisciplinary themes

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prioritize people and relationships -

- working collaboratively and in partnerships to advance the shared vision
- putting systems and processes in place to support collaboration

share responsibility for learning, health and wellbeing -

- encouraging agency and collective ownership
- ensuring a school-wide commitment to collaboration
- removing barriers and proving a commitment to inclusion
- making a commitment to physical, social and emotional health and wellbeing



A holistic approach to personal, social and physical education ensures that health and wellbeing are the responsibility of the entire learning community.

Winston Pierce, PYP Principal:

“In our school, a community of learners means that everyone involved in the life of our school is engaged and valued.

Staff voices, student voices, family voices and community partner voices have been involved in establishing the values and vision of the school, along with ensuring that structures consistently support implementation of the PYP. We all work together to align learning, activities and events with the school's vision and purpose. The sense of shared responsibility and distributive leadership provided by our community of learners allows everyone agency - voice, choice and ownership. In this environment, all students are able to learn, grow and reach their full potential as IB learners.”

WHAT ENHANCEMENTS STRENGTHEN INTERNATIONAL-MINDEDNESS?

International-mindedness will be more explicitly supported and strengthened throughout the programme, particularly through action, agency, language, the learner profile and the shared responsibilities of the learning community.

WHY?

As a founding principle of the IB's educational philosophy, international-mindedness is fostered through global engagement, intercultural understanding and multilingualism.

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Research¹ has shown that IB schools develop international-mindedness² through:

reaching out – the ways we interact with others

reaching in – the ways we understand ourselves in relation to others.

Through reaching out and reaching in, schools develop international-mindedness across the learning community, through a powerful process of defining, learning, acting, reflecting and redefining.

HOW?

Your learning community will work together to envision, create, articulate, and model a culture of international-mindedness, supported by the foundation skills and dispositions outlined in the learner profile and approaches to learning.



Improved guidance will help you infuse international-mindedness throughout your school culture.

You can support the development and demonstration of international-mindedness by:

- making time to inquire into local, national and global challenges and opportunities
- exploring global concerns like peace, migration, rights and responsibilities
- engaging in shared dialogues/multiple perspectives
- expanding intercultural understanding through extra-curricular activities
- celebrating diversity through modelling internationally-minded values and dispositions
- co-constructing learning environments to reflect culture and language
- involving parents and creating a sense of belonging within the learning community and beyond.

Students can explore and develop international-mindedness through:



- being aware
- sharing and caring
- taking principled action
- being open minded.

¹ [Research Summary: The international-mindedness journey \(2017\)](#)

² [What is an IB Education? \(2017\)](#)

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Servet Altan, PYP coordinator:

“International-mindedness helps us discover ourselves and empathize with others. Individuals with international-mindedness tend to stay open-minded, think flexibly, and take responsible actions to help others in national and international contexts. Internationally-minded individuals see diversity as richness and try to show respect and tolerance towards those who are different.

The enhancements to the PYP have made the value of international-mindedness more visible for students, educators, and parents by offering strategies on how to enculturate an inviting learning environment that values and enriches international-mindedness through agency and responsible action.”

WHAT ENHANCEMENTS STRENGTHEN LEADERSHIP?

Formal and informal leadership will be positioned as integral to the learning community. In an agentic learning community, everyone –including students–is seen as a leader.

Members of the learning community demonstrate agency through collective ownership, responsibility and accountability for learning and teaching, and commit to capacity building and transparent decision-making processes.

Leaders will draw on seven leadership capabilities that embody the attributes of the learner profile, to shape and nurture the conditions that facilitate quality learning and teaching in diverse settings

WHY?

Leadership is second only to teaching as an influence on learning³.

Nurturing leadership capacity through and with others will recognize the agency of the learning community to advance your school mission. Shared leadership fosters a culture of continuous school improvement, innovation and excellence.

Informal student leadership places an explicit emphasis on school improvement and the ways in which it impacts on student learning.

HOW?

Effective leadership will acknowledge the agency of all members of the learning community to take on formal and informal leadership roles to advance the school mission.

³ [Research Summary: School leadership in the PYP](#)

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Creating the culture and conditions necessary for all to take on leadership roles will necessitate:

- establishing a shared purpose with the learning community
- sharing leadership responsibilities with members of the community by including their voice in significant decisions
- fostering leadership capacity within the learning community to engage in continuous improvement
- garnering resources and support to establish collaborative and productive inter-organizational relationships.

Schools can support the development of student leadership capacities by encouraging:



Voice

- students question, guide and direct learning
- students propose and initiate action
- students participate in decision making

Choice

- students co-construct learning goals
- students engage with multiple perspectives

Ownership

- students define own learning goals
- students reflect on own learning goals
- student ideas are supported throughout planning and taking action.



Increased guidance around the development of both formal and informal student and teacher leadership will include examples of school leadership practices. Professional development opportunities further support an exploration of the seven IB Leadership Capabilities.

Peggy Healer, IBEN:

“I continue to hold fast to the belief of the importance for all members of the learning community to take on transformational leadership roles (some formal and some informal) as appropriate; including: teachers, parents, and students.

As a school leader, I find that creating school-wide strategic goals collectively with staff and parents that focus on the school mission is essential to successful implementation of a climate and culture that enhances learner agency. Fostering such a culture encourages more leadership capacity, voice and ownership through a cycle of reflection; ultimately creating a growth mindset designed to positively impact student learning.”

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WHAT ENHANCEMENTS STRENGTHEN COLLABORATION?

Collaboration and collaborative planning remain one of the distinguishing features of transdisciplinary learning, involving all members of the learning community.

Students are valued participants of the collaborative learning teams. They demonstrate agency and their capacity to take action for their own learning by collaborating with teachers and other students.

Examples of co-constructed, supported and stand-alone learning experiences will provide increased clarity around how year level and single subject teachers can collaborate inside and outside the programme of inquiry.

WHY?

A collaborative approach puts students at the centre and aims to ensure a holistic, transdisciplinary and coherent learning experience. Continuous and intentional, collaboration and collaborative planning demonstrates a commitment to supporting and reflecting both the transdisciplinary learning experience and improving student outcomes.

Collaboration supports the learning community in understanding how the expertise and perspectives of individuals contribute to the fusion of existing knowledge and new discoveries.

A collaborative approach of sustained dialogue and reflection helps teachers to grow as professionals in a learning community.



Honouring student agency will strengthen the transdisciplinary learning experience and support collaboration with peers and teachers.

HOW?

Providing a meaningful PYP transdisciplinary learning experience requires collaboration before, during and after an inquiry from all members of the school community to:

- establish a clear purpose
- identify shared values and understandings around the benefits of collaboration
- consider flexible approaches to organizing planning meetings
- have access to the people and materials that inform and support the process
- agree on ways to document, communicate and share the ongoing process of planning and reflection.

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Collaborative teaching practices can come in different forms, and may include the following experiences:

- Co-constructed - year level and subject teacher collaborate to plan but individually deliver the learning in parallel, inside and outside the programme of inquiry/year level
- Supported - year level or subject teacher take leading role in collaboratively planned unit of inquiry with learning support provided before, during, or after the unit of inquiry
- Stand-alone - Specialist/language/support teacher co-teaches with year level teacher in classroom or separately to support specific knowledge or skills directly or indirectly linked to unit of inquiry.

All teaching should strengthen the transdisciplinary learning experience through authentic links to the programme of inquiry, learner profile, approaches to learning and conceptual understandings.

Your learning community can demonstrate collaboration by providing authentic learning experiences for students through peers, mentors, experts, businesses, families and colleagues, and considering the collective impact of knowledge, experiences, beliefs, values and assumptions.



Improved guidance will support different types of collaboration inside and outside the programme of inquiry between year level and single subject teachers. Additional teacher support materials will illustrate essential agreements for collaborative planning and examples of collaboration.

Alexander Whitaker, Lower School Assistant Principal and PYP coordinator:

“It never ceases to amaze me what can happen in schools when all those involved in supporting learning come together and truly share in the planning, teaching and reflection processes.

When schools provide opportunities for and actively nurture a culture of collaboration the outcomes for learning can be powerful and lasting, and I have seen many excellent examples of this within the PYP. As we continue to build on and develop our own practices at our school, I am excited that the enhanced PYP will continue to maintain a focus on the important role of collaboration within school communities.”

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WHAT ENHANCEMENTS STRENGTHEN LEARNING ENVIRONMENTS?

Learning environments support pedagogy and respect the agency of learners.

Learning environments are made up of multiple learning spaces, which will be co-designed and co-constructed with students.

The learning community consider the connections between pedagogy and design, and how spaces are best used by members of the learning community to meet the stated goals.

WHY?



Learning environments reflect our values and beliefs about learning, promoting a sense of belonging and supporting the physical and emotional well-being of the entire learning community.

Students impact their environment and are, in turn, impacted by it.

Creating and maintaining multiple responsive learning spaces promotes student agency, exploration, wonder, creativity and risk taking through play.

HOW?

Learning environments are made up of multiple learning spaces: built and natural, outdoor and indoor, formal and informal. Spaces should inspire creativity, innovation and collaboration, support and respond to emerging inquiries, and help students to develop and demonstrate the attributes of the learner profile.



Students will be involved in the setting up and ongoing maintenance of their learning spaces, for greater ownership and influence over their learning.



A new emphasis on learning environments and guidance on their connections to pedagogy, use and design, will continue to promote inquiry based learning.

Teacher support materials will explore the use of technology and learning spaces in the library.

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Rob Hutton, PYP Assistant Principal:

“I see the opportunity for our students to design and develop their own learning spaces—and a greater emphasis on using the whole school environment and beyond for learning—as an exciting opportunity. The positive environment that we foster, where our students have a greater sense of belonging, take risks and ask deep and meaningful questions will promote student agency in an authentic context.

The greatest challenge for us as teachers will be to let go, hand over responsibility to our students and nurture the opportunities this provides. This will help our classrooms to become places where the students are respected and feel their contributions matter; greatly enhancing and strengthening our learning environments while improving self- efficacy and creativity.”

WHAT ENHANCEMENTS STRENGTHEN THE ROLE OF TECHNOLOGY?

Technology will immerse students in the interplay between learning technology (tools), learning *about* technology (concepts), and learning *through* technology (aiding and extending learning).

Guidance for technology learning includes: multiliteracies, design thinking, computational thinking, multimodalities and digital citizenship.

Additional guidance will help you further identify and develop approaches to learning sub-skills that support the integration and implementation of technology.

WHY?

The enhancements to technology in the PYP build on the IB’s most recent guidance on technology and learning.⁴



The purposeful integration and implementation of technology excites, invites, supports and extends student learning.

HOW?

Technology, the learner profile and approaches to learning work together to develop internationally-minded digital citizens able to exercise academic integrity and practise safe and ethical behaviours.

⁴ [IB Continuum Series *Teaching and learning with Technology*](#)

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Transcending subject knowledge and skills, technology will support student inquiry—inside and/or outside the programme of inquiry—to develop conceptual understandings.

Students will learn to understand:

- the functionality of tools
- operating tools and resources
- how technology can be used to problem solve, create new opportunities and communicate.

Technology poses unique opportunities for the learning community to co-construct knowledge and develop conceptual understandings with members and experts within and outside the school community.



Support resources include: guidance on developing approaches to learning technology subskills, and examples of technology integration and implementation inside and outside the programme of inquiry.

Nadine Boribon, PYP educator

“Let’s face it, technology is not new to students. It is the responsibility of educators to identify those unique learning and teaching opportunities in technology that will help students further explore what is already well-known.

Empowering decision-makers and promoting change in teachers’ attitudes is the pathway to provide meaningful experiences in technology for students to own, personalize, master and create dynamic links in their learnings.

Carefully crafted transdisciplinary experiences in technology, brought to fruition by further action and reflection are not a replacement, or an add-on to learning, but a worthwhile blended presence.”

ADDITIONAL INFORMATION

Following receipt of this communication you may consider exploring some of these themes with our knowledgeable PYP learning community. As this is a busy period for schools, we have pre-recorded the corresponding support webinar, available for you to listen and digest at your leisure. You can find it on the programme resource centre [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](#).

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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 *Programme standards and practices*.

KEY COMMUNICATION TIMELINE



Communications you may have missed:

[Learning & teaching - webinar](#)

[The Learner - webinar](#)

[Learning & teaching in the enhanced PYP – part 2](#)

[The Learner in the enhanced PYP](#)

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

[Trusted, timeless and transformational](#)

[FAQs](#)

[Leadership and preparing for change](#)

QUESTIONS? COMMENTS? CONSULT OUR KNOWLEDGEABLE ONLINE COMMUNITY



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