



This is the first in a series of key communications outlining what you can expect from the launch of the enhanced Primary Years Programme (PYP) in October 2018.

Arranged through the new organising structure of the learner, learning and teaching and the learning community, this summary will be followed by a 'deep dive' into each area from November 2017, with subsequent opportunities for you to ask questions directly, via webinars and our new online communities.

*Please note that transition to the enhanced PYP will be a phased process. Further details and timeline outlining steps towards successful implementation will follow in early 2018. **No action is required at this stage.***

We would now like to take this opportunity to outline some key features of the enhanced PYP and provoke your thinking as to how your school might prepare for the future.

*"Introducing the concept of agency changed the way we looked at the framework. Augmenting the original **learning and teaching** focus of the 'written, taught, assessed' structure with the human element—**the learner** and the **learning community**—underlines that everyone connected to the school community has an important role to play in supporting student learning.*

Agency encourages each of us to consider the choices we make, what action we take and how that will impact students and the wider community to become more internationally minded.

As a holistic plan for deeper student learning, the enhanced PYP will:

- promote a more contextually relevant implementation of the programme
- support the development of knowledge, conceptual understandings, skills and the learner profile
- foster a culture of continuous school improvement, innovation and excellence, and
- provide greater flexibility for students, schools and the wider learning community."

Head of PYP development, Nicole Bien

Informed by research, analysis and school feedback, multiple elements of the framework have been strengthened and enhanced, to offer increased alignment across IB programmes and greater flexibility for our global community of learners, to become:



better for students



easier for teachers to implement



more flexible for schools

The first thing you will notice, upon launch of the enhanced programme in October 2018, is that the new digital experience replaces 'Making the PYP Happen' and most other supporting PDF documents.

A single-sign on through [My IB](#) will enable you to access the new PYP digital platform on the [programme resource centre](#). This can be personalised to connect you directly to the content most relevant to your needs, with links to the new glossary, teacher support materials and relevant Programme Standards and Practices.

SUMMARY OF KEY ENHANCEMENTS:

- viewed through the new organising structure of the learner, learning and teaching and the learning community.

THE LEARNER

More details to come in November 2017



We all have **AGENCY**, the capacity to act intentionally. Recognising and supporting agency in the enhanced PYP will create a culture of mutual respect, acknowledging the rights and responsibilities of students, schools and the wider learning community, enabling students to take ownership of their learning and teachers of their teaching.

The **EARLY LEARNER** will be redefined to include young students from **3-6 years**, with enhancements offering future flexibility to inquire into a minimum of **four units each year**. Increased support for the early learner will highlight the importance of planning uninterrupted time for play, building strong relationships, creating and maintaining responsive learning spaces and engaging in symbolic exploration and expression.

LEARNER PROFILE Attributes will be reinforced, and brought to life throughout the learning community, allowing greater flexibility to incorporate learning dispositions relevant to your own school context.

ACTION will still draw on inspiration and innovation in the PYP. We will be encouraging you to explore different demonstrations of action as **participation, advocacy, social justice, entrepreneurship** and **lifestyle choices**.

The **EXHIBITION** will be repositioned as a powerful demonstration of student agency. Improved guidance and teacher support materials will help schools to share the responsibility across the learning community.

The learner		
 <p>Student agency will be strengthened for early learners and throughout the learner profile, action and the exhibition.</p>	 <p>Planning teams working with students aged 3-6 will be able to explore a minimum of four units of inquiry each year.</p>	 <p>The exhibition will be able to take place inside or outside the programme of inquiry.</p>



Question for consideration

How is student agency currently supported in your school?

LEARNING AND TEACHING

More details to come in January (Part 1) and March (Part 2) 2018



As you develop a **PROGRAMME OF INQUIRY**, collaborative planning teams will have the flexibility to decide the most appropriate time frames and duration for each unit of inquiry. You will have the option to follow a step by step planning process, or use newly designed **PYP planning templates** customised for early learners, subject specialists, and year level teachers. Increased guidance will support your integration of subject knowledge to deepen transdisciplinary learning.

ASSESSMENT will embody a more **holistic design**, incorporating both a reflective and forward looking approach. Guidance on building a schoolwide assessment culture will focus on developing assessment capable students and teachers with increased support to monitor, document, measure and report on learning using an integrated, ongoing process.

There will be increased alignment with other IB programmes, including the renaming of transdisciplinary skills to **APPROACHES TO LEARNING** (ATL). While providing increased guidance on developing knowledge, skills and conceptual understandings, in the future, schools will be able to identify their own ATL sub-skills based on individual school context and collective student needs.

The current trend in migration and increased diversity in schools provides an opportunity to support student agency, affirm cultural identity and develop international mindedness through **LANGUAGE**. Teacher support materials and practical tips will help schools to build a positive culture of language learning through **multiliteracies, multilingualism and translanguaging**.

Learning and teaching		
		
Developing assessment capable learners enables students to establish where they are going with their learning and what they need to do to get there.	Teacher support materials, practical examples and strategies will support your learning and teaching.	Flexible unit of inquiry timeframes offer exciting new possibilities for learning—e.g. year-long or two units running simultaneously.



Question for consideration

What can this increased flexibility help you achieve in your school context?

LEARNING COMMUNITY

More details to come in May 2018



In exploring **A COMMUNITY OF LEARNERS**, you will find increased focus and guidance on inclusion and well-being to foster positive and trusting relationships, self-efficacy and agency across your school community.

Improved guidance will support the integration of **INTERNATIONAL MINDEDNESS** through action, agency, language, the learner profile and the shared responsibilities of the learning community.

LEADERSHIP will explore different ways to draw on a **range of capabilities** to innovate and encourage agency in a PYP school. Students, teachers and all members of the learning community take on **formal and informal leadership roles**, to discover new ways to reach shared aspirations together.

TECHNOLOGY builds on the IB’s most recent guidance on [technology](#) and learning, immersing students in the interplay between **learning technology**, **learning about technology** and **learning through technology**. You will be guided through the possibilities offered by multiliteracies and multimodalities, alongside computational learning, design and systems thinking to integrate learning.

Research underlines the importance of **LEARNING ENVIRONMENTS** and how they affect and reflect our values and beliefs about learning. Programme enhancements will help you and your students to create flexible, inviting and intentional learning spaces, essential for supporting agency, physical and emotional well-being, and inquiry based learning.



Question for consideration

Who do you currently consider to be part of your ‘learning community’ and what role do they play in leadership and learning?

ADDITIONAL INFORMATION

Many key aspects of the programme, including inquiry, concept-based and transdisciplinary learning, are much valued by our schools and educators and remain fundamental to the philosophy and pedagogy of the PYP. Read more about what's NOT changing in the programme [here](#).

Following your current programme of **Professional Development (PD)** will support your progress towards implementation of the enhanced PYP. You can find more details of **NEW** and existing PD and School Enhancement Services [in the 2017-18 PD catalogue](#).

Revised **Programme Standards and Practices** will support an innovative, developmental approach for schools.

- Schools will work with greater flexibility within their individual context as they adopt the IB philosophy to embark on a process of continuous school improvement.
- Practices have been reduced from 73 to 42 due to streamlining and the removal of repetition.

A brief summary document of the **NEW Programme Standards and Practices** will be available in early 2018 on the programme resource centre.

A phased transition plan to support full integration of the enhanced PYP in your school is currently in development. Further details to follow in early 2018.

KEY COMMUNICATION TIMELINE



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Questions? ibid@ibo.org