Please sign in & write a post it note for any questions you would like to have answered during the presentation.

Introduction to the PYP

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Goals for this session:

- School structure
- Overview of IB Primary Years Programme (PYP)
  - Written, taught and assessed curriculum
The IB Continuum
Primary Years Program ELC – 5
Middle Years Program 6 -10
Diploma Program 11 – 12

AISL School Structure
Primary School: ELC - 5
Secondary School: 6 -12
(Middle School 6 – 8 + High School 9 -12)
What qualities do students need for the future?

Beyond the 3Rs - the new skills the world is looking for.

- Leadership
- Digital literacy
- Communication
- Emotional intelligence
- Entrepreneurship
- Global citizenship
- Problem solving
- Team-working

[Source: http://www.edudemic.com/new-skills-world-looking/]
10 Reasons why the IB Primary Years Programme (PYP) is ideal for students to become active, lifelong learners.

1. It encourages students to inquire
   - The PYP fosters natural curiosity and learning in creative, supportive and collaborative environments.

2. Understanding a complex and interdependent world
   - PYP students create meaning for themselves and build understanding through exploring real-world issues.

3. PYP students are confident communicators
   - PYP students learn to communicate in a variety of ways and in more than one language.

4. Learning how to learn
   - PYP students work collaboratively with teachers and other students to plan, present and assess their own learning.

5. It encourages international-mindedness
   - Collaboration and understanding of their own and other cultures are an important focus of the PYP — students learn how to be respectful and open-minded.

6. Seeing things from different perspectives
   - PYP students use critical and creative thinking to develop knowledge, understanding and skills within and across subject areas.

7. Students take action
   - PYP students believe they are able to grow and succeed. They make appropriate choices and take responsibility for their actions.

8. Thinking about issues
   - Creative learning gives students the agility and imagination to respond to new and unexpected challenges and opportunities in an increasingly globalized and uncertain world.

9. It involves the whole school learning community
   - Together we celebrate our common humanity and the belief that education can help to build a better and more peaceful world.

10. Caring and responsible citizens
    - Students can express ideas and opinions, and they can propose solutions that make a difference in their lives and the lives of others.
A framework, not a curriculum, creates a balanced approach to the school’s own curriculum.
The IB learner profile is the IB mission statement translated into a set of learning outcomes for the 21st century.

As IB learners we strive to be:

• inquirers
• knowledgeable
• thinkers
• communicators
• principled
• open-minded
• caring
• risk-takers
• balanced
• reflective
Approaches To Teaching and Learning

What is an IB education?

Inquirers
Knowledgeable
Thinkers
Risk-takers
Open-minded
Reflective
Communicators
Principled
Balanced
Caring

A path to international mindedness
Key Concepts
- Form
- Function
- causation
- Change
- connection
- perspective
- responsibility
- reflection

Attitudes
- appreciation
- commitment
- confidence
- cooperation
- creativity
- curiosity
- empathy
- enthusiasm
- independence
- integrity
- respect
- tolerance

The IB approaches to teaching skills are...
1. based on inquiry
2. focused on conceptual understanding
3. developed in local and global contexts
4. focused on effective teamwork and collaboration
5. differentiated to meet the needs of all learners
6. informed by formative and summative assessment.

What are the IB approaches to learning skills?
1. Thinking skills
2. Communications skills
3. Social skills
4. Self-management skills
5. Research skills
The IB Primary Years Programme

• for students aged 3 to 12
• focuses on the development of the whole child as an inquirer, both in the classroom and in the world outside.

It is a framework guided by:
• six transdisciplinary themes of global significance
• explored using knowledge and skills derived from six subjects areas, as well as transdisciplinary skills

emphasis on inquiry-based learning
Learners Construct Meaning

PYP curriculum defined

- written curriculum
- taught curriculum
- assessed curriculum
Balances
● acquisition of relevant knowledge and skills
● development of conceptual understandings
● formation of personal attitudes
● and the capacity to take responsible actions
What are the key concepts?

**Responsibility**
What is our responsibility?

People make choices based on their understanding and the actions they take as a result do make a difference.

**Perspective**
What are the points of view?

Different ways of looking at information. This leads to different interpretations, understandings, and findings.

**Reflection**
How do we know?

There are different ways of knowing, and that it is important to look at our conclusions, to think about our reasoning, and evidence we have used.

**Change**
How is it changing?

Everything is always in a state of transformation from one state to another. This happens to everything and everyone.

**Function**
How does it work?

Everything has a purpose, a role or a way of behaving that can be investigated.

**Connection**
What is the link to other things?

The universe is a collection of systems made of individual parts that work with and effect each other.

**Causation**
Why it is like it is?

Things do not just happen. There are always reasons behind events. This is cause and effect.

**Form**
What is it like?

Everything has features or characteristics that can be observed, identified, described, and categorised.
Taught Curriculum

The PYP:
● sets out its pedagogical approach
● committed to structured, purposeful inquiry
● makes meaning of the world
● and the capacity to take responsible actions

Collaboration among IB educators is key for learning in the PYP.
Assessed Curriculum

Purpose of assessment in the PYP

- promote student learning
- provide information about next steps in learning
- ensure implement the PYP
- completing standards

*Learning is a continuous journey, where assessment is key to inform next steps for development.*
Exhibition: What is it?

Culminating project that encompasses years of primary learning and learner profile attributes.

Extended and in-depth inquiry of an area of personal interest.

This year at AISL, the transdisciplinary theme will be ‘How we Organize Ourselves’.

Focus on global and local perspectives.
Final Thoughts