

International Baccalaureate Primary Years Programme Overview

1. What is the Primary Years Programme (PYP)?

- 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 subject** areas, as well as **transdisciplinary skills**, with a powerful emphasis on inquiry-based learning.
- The PYP develops a concept-driven framework (*Concepts vs. Content*).
- A PYP school is a school, which regardless of location, size or constitution, strives towards the development international-mindedness. From the PYP's perspective, an international-minded student is one with the attributes and dispositions described in the IB learner profile.
- All IB Programs include the following components:
 - Written curriculum or curriculum framework
 - Student assessment
 - Professional development for teachers
 - School support, authorization and program evaluation
- All IB Programs share these common elements:
 - Have a strong international dimension
 - Draw on content from educational cultures around the world
 - Require study across a broad range of subjects
 - Include both individual subjects and transdisciplinary areas
 - Give special emphasis to learning languages
 - Focus on developing the skills of learning
 - Provide opportunities for individual and collaborative planning and research
 - Encourage students to become responsible members of their community
- The IB does not own or manage any schools. Instead, they work with schools that share their commitment to international education. These schools:
 - share the mission and commitment of the IB to quality international education
 - play an active and supporting role in the worldwide community of IB schools
 - share their knowledge and experience in the development of the IB programs
 - are committed to the professional development of teachers and administrators

2. What are the International Baccalaureate Programme Standards*?

Philosophy

Standard A1 - There is close alignment between the educational beliefs and values of the school and those of the programme.

Standard A2 - The school promotes international-mindedness on the part of the adults and the students in the school community.

Organization

Standard B1 - The school demonstrates ongoing commitment to, and provides support for, the programme through appropriate administrative structures and systems, staffing and resources.

Curriculum

Standard C1 – A comprehensive, coherent, written curriculum, based on the requirements of the programme and developed by the school, is available to all sections of the school community.

Standard C2 – The school has implemented a system through which all teachers plan and reflect in the collaborative teams.

Standard C3 – Teaching and learning at the school empowers and encourages students to become lifelong learners, to be responsible towards themselves, their learning, other people and the environment, and to take appropriate action.

Standard C4 – There is an agreed approach to assessment, and to the recording and reporting of assessment data, which reflects the practices and requirements of the programme.

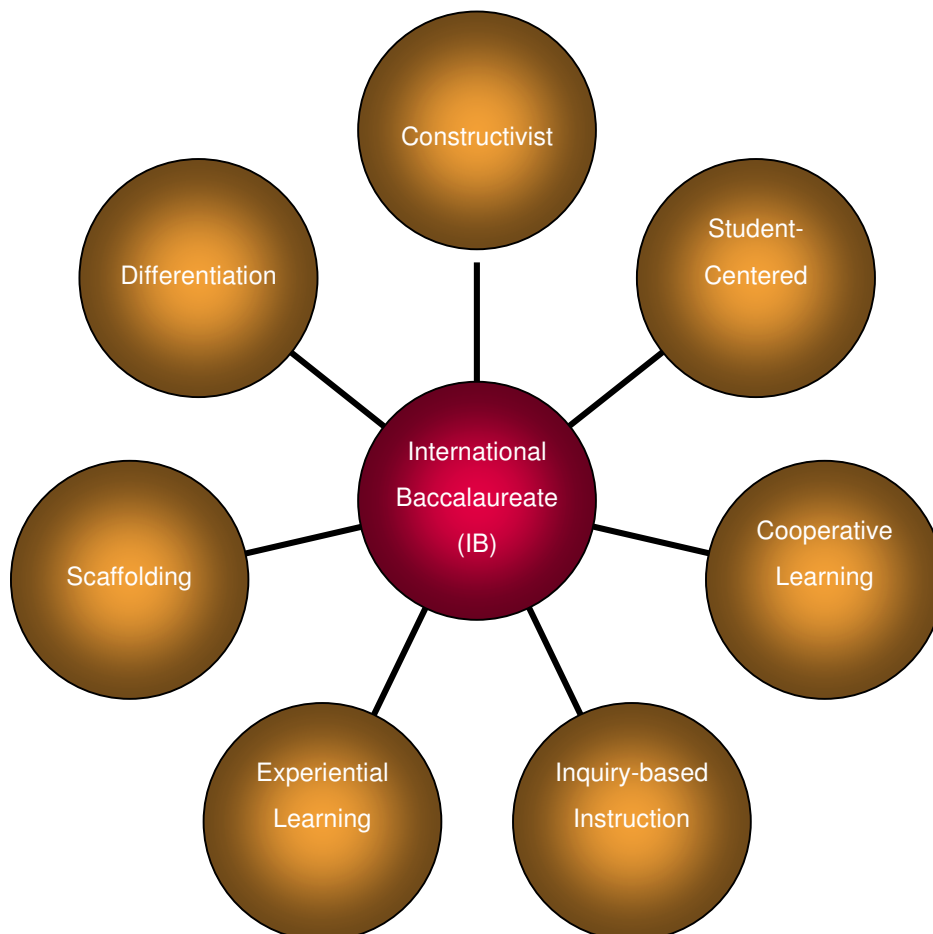
The Student

Standard D1 - Students learn to choose to act, and to reflect on their actions, so that they contribute to their own well-being and that of the community and the environment.

Standard D2 - In the final year of the programme (5th and 8th grades), all students complete a programme-specific project that allows them to demonstrate a consolidation of their learning, in the case of the PYP and MYP, and to demonstrate the extension and development of their learning in the Diploma Programme.

**From the International Baccalaureate Programme Standards and Practices, 2005*

3. Pedagogy



4. What is the IB Learner Profile?

The ten aspirational qualities of the IB learner profile inspire and motivate the work of teachers, students and schools, providing a statement of the aims and values of the IB and a definition of what we mean by “international-mindedness.” They are:

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

5. What is the structure of PYP curriculum?

The PYP strikes a balance between the transdisciplinary program of inquiry, traditional disciplines, and standards.

Written – What do we want to learn?

Taught – How best will we learn?

Assessed – How will we know what we have learned?

What are the 5 Essential Elements of the PYP curriculum?

Concepts

- Form – What is it like?
- Function – How does it work?
- Causation – Why is it like it is?
- Change – How is it changing?
- Connection – How is it connected to other things?
- Perspective – What are the points of view?
- Responsibility – What is our responsibility?
- Reflection – How do we know?

Transdisciplinary Skills

- Thinking Skills
- Social Skills
- Communication Skills
- Self-management Skills
- Research Skills

Attitudes

- Appreciation
- Commitment
- Confidence
- Cooperation
- Creativity
- Curiosity
- Empathy
- Enthusiasm
- Independence
- Integrity
- Respect
- Tolerance

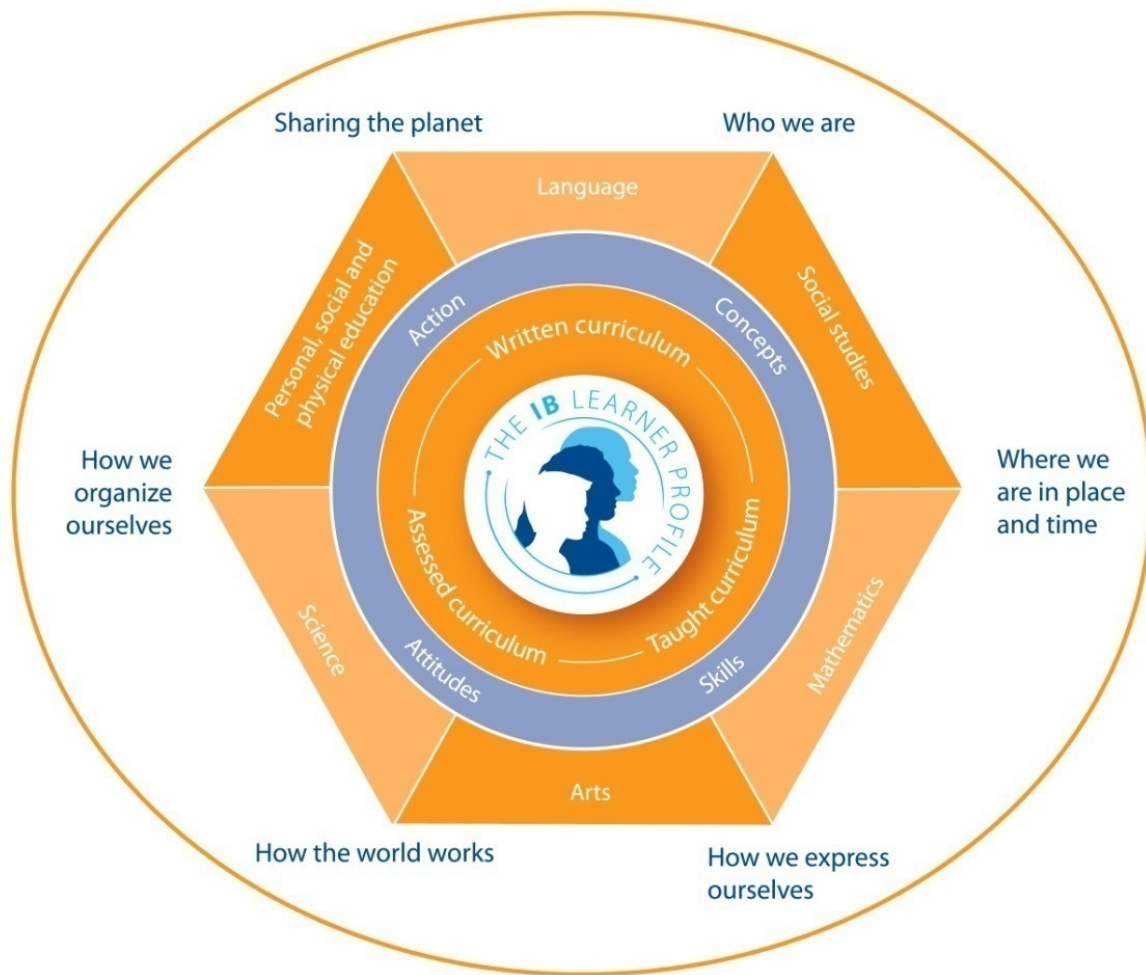
Action

- Think
- Reflect
- Act

Knowledge

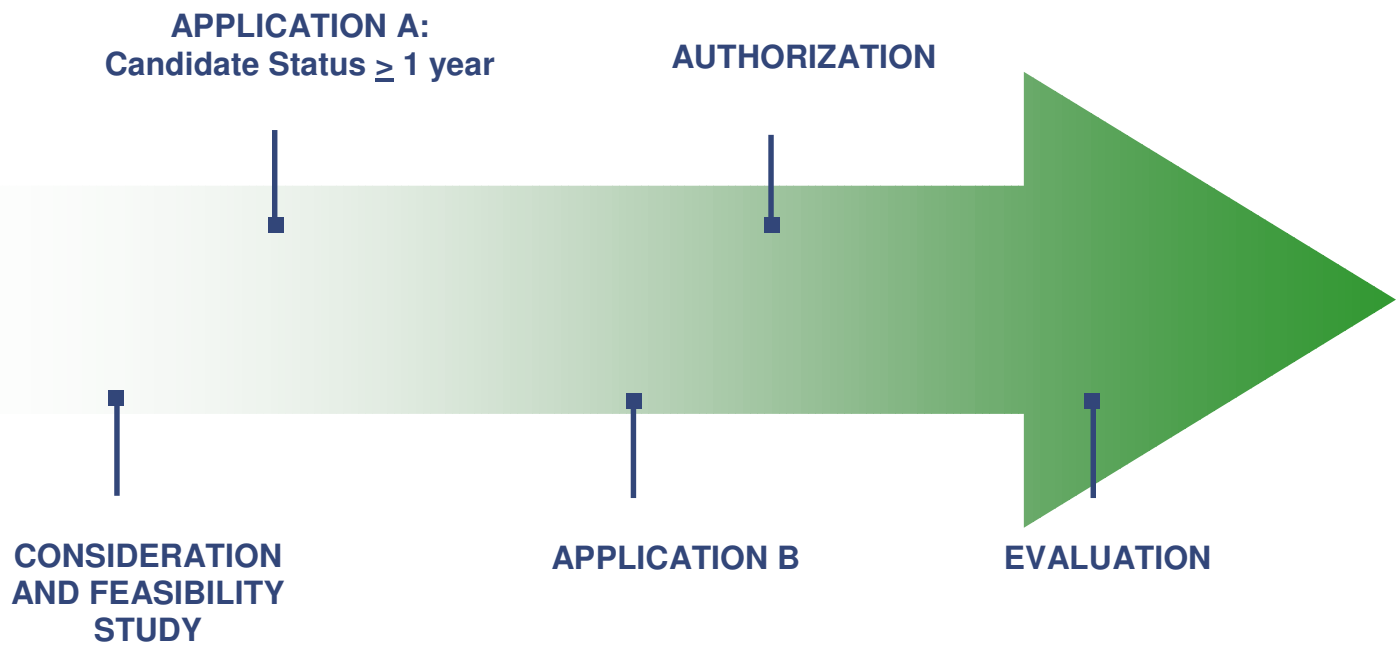
The subject areas of the PYP are social studies, mathematics, arts, science, personal, social and physical education and language. The transdisciplinary themes that are studied within the subject areas are:

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



IB powerpoint presentation 2007

6. Application and Implementation



PYP Version 3—Final.ppt 2006-2007

- Deadline to express interest
- Initial Professional Development
- Whole School Professional Development