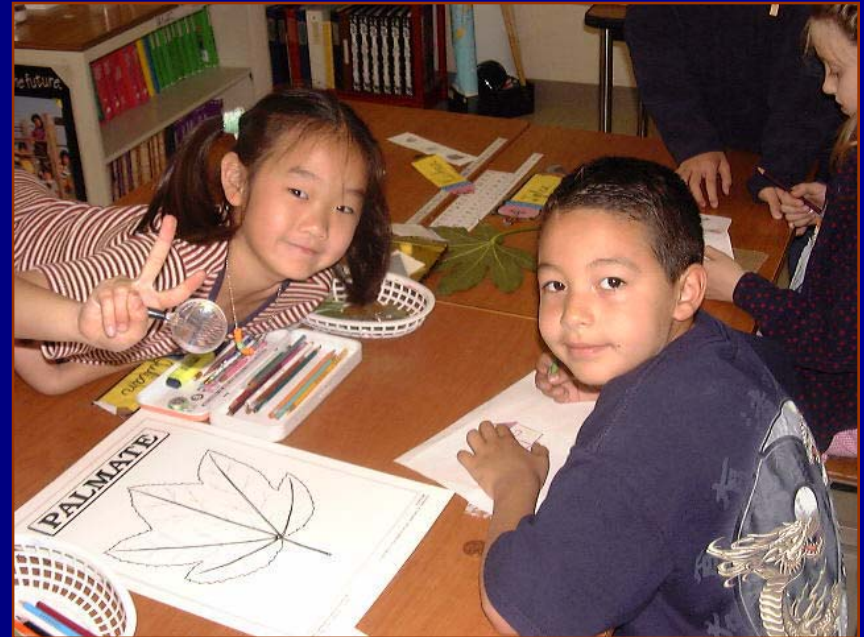


International Baccalaureate Primary Years Program (IBPYP)

Presentation Created
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What Is the Primary Years Program?

- The expansion of knowledge and the pace of change in contemporary society have made earlier concepts of a general education increasingly unattainable.
- The volume of information associated with each discipline is such that an encyclopedic approach to education is inappropriate.
- Learning how to learn and how to evaluate information critically is as important as the content of the disciplines themselves.



What Is the Primary Years Program?

- The International Baccalaureate Primary Years Program (PYP) is an international curriculum for children in the 3-12 year age range.
- The curriculum caters to the development of the whole child in all areas of learning.
- The PYP approach encompasses social, emotional, physical and cultural needs as well as supporting a strong academic program for all students.



What will my child be learning?

The PYP is a transdisciplinary curriculum which draws the individual disciplines together into a coherent whole, while preserving the essence of each subject.

Your child will:

- develop a deep understanding of important concepts;
- conduct research into knowledge which has local and global significance;
- acquire and practice a range of essential skills;
- be encouraged to develop positive attitudes towards learning, the environment and other people;
- have the opportunity for involvement in responsible action and social service.



Will the PYP help my child fit into another school?

Although no school or curriculum can guarantee a perfect fit when children transfer to a new school, particularly a school in a different country, parents may be reassured by the following points:

When transferring to schools in national systems:

- Close attention has been paid to a range of national curricula in the development of the PYP curriculum;
- Students transferring from international schools usually have no trouble with the standards of national schools.

When transferring to other international schools:

- Students in other schools implementing the PYP curriculum will have common learning experiences in terms of conceptual development, skill acquisition, positive attitudes and meaningful action. There will be less uniformity of specific content in certain areas, since schools will naturally wish to reflect the unique nature of their own locations;
- The PYP is working towards agreement on a common set of assessment, recording and reporting strategies. These will lead to a common document of transfer called the international profile of student achievement (IPSA). This profile will facilitate the transfer of students.

The PYP Curriculum Model

- The heart of the Primary Years Program is a commitment to structured inquiry as an ideal vehicle for learning.
- Six organizing questions provide the framework for the exploration of knowledge.
- Teachers and students are guided by these questions as they design curricular units for exploration and study.
- Students explore subject disciplines through these questions and often in ways that transcend conventional disciplinary boundaries.
- In the process, they develop an understanding of important concepts, acquire essential skills and knowledge, develop positive attitudes and learn to act responsibly.



The Essential Elements

The PYP strives for a balance between the search for understanding, the acquisition of essential knowledge and skills, the development of positive attitudes and the opportunity for positive action. In terms of achieving this balance, the PYP identifies five essential elements of the curriculum.

Essential Elements

Concepts

- powerful ideas which have relevance within and across the disciplines and which students must explore and re-explore in order to develop understanding

Knowledge

- significant, relevant, subject matter we wish the students to explore and know about

Skills

- those things the students need to be able to do to succeed in a changing, challenging world

Attitudes

- dispositions which are expressions of fundamental values, beliefs and feelings about learning, the environment, and people

Action

- demonstrations of deeper learning in responsible behavior through positive action and service; a manifestation in practice of the other essential elements

The Key Concepts

- The PYP has constructed a set of eight concepts, each of which, it is felt, is of major significance in the design of a transdisciplinary curriculum.
- These concepts are presented in the form of key questions.
- It is these questions, used flexibly by teachers and students when planning an inquiry-based unit, which shape that unit, giving it direction and purpose.

Key Concepts

Form: *What is it like?*

Change: *How is it changing?*

Perspective: *What are the points of view?*

Function: *How does it work?*

Responsibility: *What is our responsibility?*

Causation: *Why is it like it is?*

Connection: *How is it connected to other?*

Reflection: *How do we know?*

Knowledge: The Program of Inquiry

- Recognizing the particular difficulties faced by international schools when selecting curriculum content, the PYP has identified themes, “*Areas of Knowledge*”, which have significance for all students and all cultures.
- These themes offer students the opportunity to explore knowledge, which is of genuine importance in understanding the human condition.
- Additionally, these themes will be revisited throughout the student’s years of schooling, with the end result being an articulated curriculum content, from Kindergarten to Grade 6.

An inquiry into :

- 1. Who we are***
- 2. Where we are in place and time***
- 3. How we express ourselves***
- 4. How the world works***
- 5. How we organize ourselves***
- 6. Sharing the planet***

Skills

- A major component of the curriculum is the development of student's skills.
- In order to conduct purposeful inquiry and to be well prepared for further education and for life beyond school, students need to master a wide range of skills beyond those normally referred to as basic, which include skills that transcend individual subject areas.

Skills:

- 1. Communication Skills***
- 2. Research Skills***
- 3. Social Skills***
- 4. Thinking Skills***
- 5. Self-management Skills***



Attitudes

- While recognizing the importance of concepts, knowledge and skills, the PYP embraces the belief that these alone do not make an internationally educated person.
- It is vital that one must also focus on the development of positive attitudes towards people, towards the environment and towards learning.

Attitudes:

Appreciation

Empathy

Commitment

Confidence

Cooperation

Creativity

Curiosity

Enthusiasm

Independence

Integrity

Respect

Tolerance

Action

- The PYP embodies the belief that international education must extend beyond intellectual attainment to include not only responsible attitudes, but also thoughtful and appropriate actions.
- The action component of the PYP involves service in the widest sense of the word: service to fellow-students, to the staff and to the community. Through such service, students are able to grow both socially and personally, developing skills such as cooperation, problem solving, conflict resolution and creative and critical thinking.
- These actions are, moreover, ways in which the students exhibit their commitment to the attitudes that we seek to engender within the PYP classroom.
- Effective action begins at the most immediate and basic level: in the family, in the classroom, in the hallways and on the playground.

Assessment

- Assessment is integral to all teaching and learning. It is central to the Primary Years Program's goals of thoughtfully and effectively guiding students through the five essential elements of learning: the understanding of concepts; the mastering of skills; the development of attitudes; the decision to take action, and the acquisition of knowledge.
- Both students and teachers actively engage in assessing the student's progress as part of the development of their wider critical thinking and self-evaluation skills.
- The purpose of assessment is to promote student learning, to provide information about student learning and to contribute to the evaluation of the effectiveness of the program.



Assessment

Effective Assessments:

- Identify what is worth knowing and assess it.
- Have criteria that are known and understood in advance.
- Allow students to demonstrate the range of their conceptual understandings, their knowledge and their skills.
- Are made up of tasks that require the synthesis and application of their learning.
- Focus on big ideas and transdisciplinary skills rather than facts of specialized skills.
- Focus on producing a quality product or performance.
- Highlight a student's strength and expertise rather than what a student does not know.
- Take into account different ways of learning and knowing and are sensitive to personal circumstances.
- Use scoring that focuses on the essence of the task and not on what is easiest to score.
- Produce evidence that can be reported and understood by students, parents, teachers, administrators and board members.
- Are continuous and cumulative.
- Are subject to continuous review and improvement.

Conclusion

- The teacher, in developing each Unit of Inquiry, synthesizes the essential elements into a “**Central Idea**” which embodies the key concept(s) to be learned, understood in depth and demonstrated by each student.
- “**Essential Questions**” which support the central idea are then generated by the teacher and they drive inquiry and learning outcomes which form the basis for assessment.
- The teacher and students will work together to generate “**Student Questions**”.
- The central idea, essential questions and student questions form the basis with which inquiry is conducted into significant content.
- In the course of this inquiry students acquire essential knowledge and skills and engage in responsible action. They do so in a climate that fosters positive attitudes.
- The central idea, essential questions and student questions are posted in each core classroom.
- Using the written curriculum as the primary resource, teachers and students plan a process of structured inquiry involving a range of classroom activities – the taught curriculum.
- Assessment, which provides data on the learned curriculum, is integral to these activities and focuses upon both the quality of the learning process and that of the learning products.

The End

