The Primary Years Programme

At a Glance
Organization: What is the IBO mission?
We are motivated by a mission to create a better world through education.

Mission

The International Baccalaureate Organization aims to develop inquiring, knowledgeable and caring young people who help to create a better and more peaceful world through intercultural understanding and respect.

To this end, the IBO works with schools, governments and international organizations to develop challenging programmes of international education and rigorous assessment.

These programmes encourage students across the world to become active, compassionate and lifelong learners who understand that other people, with their differences, can also be right.
Organization: What does the IBO offer?
The IBO develops three programmes of international education for students aged 3 to 19, working in cooperation with IB World Schools.

Our three programmes span the years of kindergarten to pre-university. The programmes can be offered individually or as a continuum.

- **The Primary Years Programme** (PYP) for pupils aged 3 to 12.

- **The Middle Years Programme** (MYP) for students aged 11 to 16.

- **The Diploma Programme** for students aged 16 to 19.
Organization: What is the learner profile?
It’s the IBO mission statement translated into a set of learning outcomes for the 21st century.

IB learners strive to be:
- Inquirers
- Knowledgeable
- Thinkers
- Communicators
- Principled
- Open-minded
- Caring
- Risk-takers
- Balanced
- Reflective

The attributes of the learner profile express the values inherent to the IB continuum of international education.

IB programmes promote the education of the whole person, emphasizing intellectual, personal, emotional and social development.
What is the PYP? An opportunity for learners to construct meaning.

- Designed for students aged 3 to 12.
- Designed to foster the development of the whole child.
- Organized around six transdisciplinary themes of global significance intended to help children engage with their world and the world around them.
- Students will inquire, make connections, develop conceptual understanding, think critically, work collaboratively, consider multiple perspectives, construct meaning, reflect, take action.
- Supported in English, French and Spanish but may be taught in other languages after consultation with the regional office.
What are the components of PYP curriculum model—*It is structured by three interrelated questions.*

- **The written curriculum**
  What do we want to learn?

- **The taught curriculum**
  How best will we learn?

- **The assessed curriculum**
  How will we know what we have learned?
What are the essential elements of the PYP?

A framework consisting of five essential elements and three interrelated questions.

Knowledge
The knowledge component is developed through inquiries into six transdisciplinary themes of global significance, supported by six subject areas.

Concepts
Skills
Attitudes
Action
The PYP framework—Knowledge—This component is developed through inquiries into six transdisciplinary themes of global significance, supported by six subject areas.
The PYP framework—Transdisciplinary theme—

Who we are.

An inquiry into:

- the nature of the self
- beliefs and values
- personal, physical, mental, social and spiritual health
- human relationships including families, friends, communities and cultures
- rights and responsibilities
- what it means to be human.
The PYP framework—Transdisciplinary theme—Where we are in place and time.

An inquiry into:

- orientation in place and time
- personal histories
- homes and journeys
- the discoveries, explorations and migrations of humankind
- the relationships between and the interconnectedness of individuals and civilizations, from local and global perspectives.
An inquiry into:

- the ways in which we discover and express ideas, feelings, nature, culture, beliefs and values
- the ways in which we reflect on, extend and enjoy our creativity
- our appreciation of the aesthetic.
The PYP framework—Transdisciplinary theme—

How the world works.

An inquiry into:

- the natural world and its laws
- the interaction between the natural world (physical and biological) and human societies
- how humans use their understanding of scientific principles
- the impact of scientific and technological advances on society and on the environment.
The PYP framework—Transdisciplinary theme—

How we organize ourselves.

An inquiry into:

- the interconnectedness of human-made systems and communities
- the structure and function of organizations
- societal decision-making
- economic activities their impact on humankind and the environment.
The PYP framework—Transdisciplinary theme—

*Sharing the planet.*

An inquiry into:

- rights and responsibilities in the struggle to share finite resources with other people, and with other living things
- communities and the relationships within and between them
- access to equal opportunities
- peace and conflict resolution.
The PYP framework—Concepts—At the core of the curriculum is a series of key concepts, which have relevance within and beyond subject areas.

- 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?
The PYP framework—Skills, attitudes and action.

- social
- research
- communication
- thinking
- self-management

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

- to enhance learning
- to provide service
Assessment in the PYP—Teachers identify the learning outcomes and design appropriate assessment tasks to provide evidence of student learning.

Teachers also take into account the diverse, complicated and sophisticated ways that individual students use to develop and demonstrate their understanding.

The prime objective of assessing students’ learning and performance is to give feedback to:

- students—to encourage the start of lifelong learning
- teachers—to support their reflection on what to teach and how to teach it
- parents—to highlight their child’s learning and development.
Services: How is a school authorized? Any school wishing to offer the PYP must be authorized by the IBO and go through the following key phases.

**Consideration phase**
- School investigates the programme, the feasibility of implementation and applies to be a “candidate school”.

**Candidate phase**
- School implements the programme guided by the regional office.

**Application phase**
- School continues to implement and applies to be an authorized school.

**Authorized as an IB World School**
- If the school is authorized, then programme delivery continues.

**Review**
- After 3-4 years school does self-study and is visited, then every 5 years thereafter.

At least one academic year
- At least 6 months
- 6 to 18 months

These examples are based on practice in North America. The process does vary slightly from region to region.
Services: How does the IBO provide professional development for teachers?

*The IBO supports teachers through both face-to-face workshops and online.*

**Face-to-face workshops**
Organized by each IB region for all programmes and all levels. Nearly 30,000 teachers were trained in 2005.

- Teacher support materials
- Teacher qualifications in development.

For further information:

- General regulations: Primary Years Programme
  For students and their legal guardians

- A Basis for Practice: the Primary Years Programme
- A continuum of International Education
- Primary Years Programme Flyer

All available online at http://www.ibo.org/pyp/slideg.cfm.
EVALUATION

- Programme standards and practices
- formal reflection involving all stakeholders within the school community.
- an opportunity for increased communication within the school.
The school is expected

- to determine its own assessment of the implementation of the programme, according to the *Programme standards and practices* and programme requirements

- to identify major achievements during the period under review and to identify practices that need further development.
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The IB is expected

- to analyse and evaluate the school’s implementation of the programme, according to the *Programme standards and practices* and programme requirements
- to commend schools on practices that address the *Programme standards and practices* in ways that solve challenges faced by the school and/or show outstanding implementation
- to provide guidance on enhancing the implementation of the programme in the school
- to point out areas within a school’s practice that, if not addressed immediately, will jeopardize the integrity of the programme and thus the school’s entitlement to be considered an IB World School.
Overview

Authorization

Enhancement of programme

Refinement of action plan
Self-study process
Report from the IB*
School visit
Steps of the programme evaluation process

During the period under review
- Monitor the school action plan through analysis of evidence of progress
- Comply with teacher professional development requirements

Planning the self study
- Identify groups responsible for answering the different sections
  - Define a schedule to achieve the evaluation objectives
  - Define descriptors for degrees of implementation of practices
  - Identify means by which the information will be gathered (e.g., meetings, surveys)
  - Identify time and other resources needed

Self study
- Implement actions to gather information
  - Gather supporting documents
  - Complete self-study questionnaire

Evaluation visit to the school
- Submit self-study questionnaire and supporting documents to IB office
  - Prepare for evaluation visit

IB report to the school
- The report may contain:
  - Commendations
  - Recommendations
  - Matters to be addressed
SELF STUDY

The self study should be evidence based, drawing on existing school documentation and reflecting actual practice in the school during the period under review—normally five years.
The Evaluation Visit

The purpose of the visit is to verify this assessment in order to ensure that the standards and practices on which the IB programme is founded are maintained and furthered.
The Evaluation Report

The report may include:

- **Commendations**: These relate to school practices that address the *Programme standards and practices* in ways that solve challenges faced by the school and/or outstanding implementation.

- **Recommendations**: These provide guidance for the school on further developing the programme.

- **Matters to be addressed**: These are areas within a school’s practice that, if not addressed immediately, will jeopardize the integrity of the programme and thus the school’s entitlement to be considered an IB World School.
QUESTIONS

Please feel free to ask us!