

IB Parent Information Session



The IB Primary Years Programme
How does it differ from traditional
instruction?



Learning Intentions and Agenda

Learning Intentions:

We hope that you leave with a better understanding of:

- The IB program
- How the IB program is different from traditional programs

Agenda:

1. Please read the statement on your table and discuss your thoughts.
2. Self-assessment
3. Article Review
4. Classroom tour
5. Powerpoint presentation
6. Review of evening
7. Self-assessment and final thoughts



Curriculum Content

Same:

Content is based on the BC Ministry of Education Learning Outcomes

Focus on building knowledge – both content and procedural (skills)

Different:

- Content delivered using the Primary Years Programme IB framework
- The framework includes “essential elements” which are: knowledge, concepts, skills, attitudes, action
- Content organized into six transdisciplinary units of instruction
- Units developed to address six themes:
 - 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



Curriculum Content

Same

- Social responsibility an important aspect of curriculum
- Content is organized under themes or topics

Different

- Aspects of social and global responsibility addressed through the common language of the Learner Profile and IB PYP Attitudes (refer to sheet on tables)
- Emphasis on developing “international mindedness” through the attributes of the learner profile
- Content is developed through a conceptual lens with the concepts (transferrable; globally significant) driving and connecting learning



Curriculum Content

Same

- Schools participate in fundraising and social action

Different

- Support of individual student action as an outcome of learning; integral to learning



Curriculum Content

Same

- French taught as the Second language

Different

- French is taught as a second language starting in Kindergarten
- Greater inclusion of second language materials in library – representative of languages spoken in school community
- A language policy outlines philosophy of language instruction
- Grade 7 students complete a major project in third term that involved independent inquiry



Methods of Instruction

Same

- Strategies and tactics
- Differentiation
- Group and Independent work

Different

- Inclusion of more “authentic” learning tasks (real-world issues and application)
- Inquiry-based instruction and learning focus
- Greater focus on collaborative learning (group work)
- Emphasis on reflecting on learning
- Greater involvement of the learner in their own learning



Methods of Instruction

Same

Different



Assessment

Same

- Assessment is integrated into daily instruction and learning
- Assessment guides the teachers and the learners
- Variety of assessment methods used to evaluate student understandings

Different

- Increased use of assessment to explicitly guide learning
- Students involved in self assessment and peer assessment more often as part of the learning activities
- Inclusion of “authentic” (mimics real world) assessment tasks and activities
- There is an assessment policy to guide assessment practice



What else is different?

- Teachers work in collaborative grade teams to develop units and reflect on and discuss learning within the unit on a weekly basis
- Teachers must complete IB PYP training and pursue on-going IB professional development
- Greater emphasis on parent involvement in learning (extending learning at home; supporting and modeling inquiry; supporting child's action; use of Learner Profile language at home)



Next Session:

- Tuesday, April 5 7-8:00 in the Library
- Possible topics are:

What does a unit of inquiry look like?

What does inquiry look like?

Any ideas??