

Overview

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Primary Years Programme

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IB mission statement

The International Baccalaureate 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 organization 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.



IB learner profile

The aim of all IB programmes is to develop internationally minded people who, recognizing their common humanity and shared guardianship of the planet, help to create a better and more peaceful world.

As IB learners we strive to be:

INQUIRERS

We nurture our curiosity, developing skills for inquiry and research. We know how to learn independently and with others. We learn with enthusiasm and sustain our love of learning throughout life.

KNOWLEDGEABLE

We develop and use conceptual understanding, exploring knowledge across a range of disciplines. We engage with issues and ideas that have local and global significance.

THINKERS

We use critical and creative thinking skills to analyse and take responsible action on complex problems. We exercise initiative in making reasoned, ethical decisions.

COMMUNICATORS

We express ourselves confidently and creatively in more than one language and in many ways. We collaborate effectively, listening carefully to the perspectives of other individuals and groups.

PRINCIPLED

We act with integrity and honesty, with a strong sense of fairness and justice, and with respect for the dignity and rights of people everywhere. We take responsibility for our actions and their consequences.

OPEN-MINDED

We critically appreciate our own cultures and personal histories, as well as the values and traditions of others. We seek and evaluate a range of points of view, and we are willing to grow from the experience.

CARING

We show empathy, compassion and respect. We have a commitment to service, and we act to make a positive difference in the lives of others and in the world around us.

RISK-TAKERS

We approach uncertainty with forethought and determination; we work independently and cooperatively to explore new ideas and innovative strategies. We are resourceful and resilient in the face of challenges and change.

BALANCED

We understand the importance of balancing different aspects of our lives—intellectual, physical, and emotional—to achieve well-being for ourselves and others. We recognize our interdependence with other people and with the world in which we live.

REFLECTIVE

We thoughtfully consider the world and our own ideas and experience. We work to understand our strengths and weaknesses in order to support our learning and personal development.

The IB learner profile represents 10 attributes valued by IB World Schools. We believe these attributes, and others like them, can help individuals and groups become responsible members of local, national and global communities.

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The PYP and the IB mission

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IB mission statement

Since its inception, the Primary Years Programme has widely impacted not only students aged 3–12 and their school communities worldwide but also the course of international education. As a transdisciplinary, inquiry-based and student-centred education with responsible action at its core, the PYP has remained trusted, timeless and transformational.

In response to the challenges and opportunities found in our rapidly changing complex world, and in line with movements in global education to develop lifelong learners, a future-focused PYP has evolved. The PYP curriculum framework emphasizes the central principle of agency that is threaded throughout the three pillars of the curriculum: the learner, learning and teaching and the learning community. Augmenting the focus of the “written, taught, and assessed” curriculum with the human elements—the learner and the learning community—underlines that everyone connected to the school community has voice, choice and ownership to impact learning and teaching. These holistic components complement and reinforce each other to form a coherent whole.



The learner: describes the outcomes for individual students and the outcomes they seek for themselves (what is learning?)

Learning and teaching: articulates the distinctive features of learning and teaching (how best to support learners?)

The learning community: emphasizes the importance of the social outcomes of learning and the role that IB communities play in achieving these outcomes (who facilitates learning and teaching?)

A transdisciplinary curriculum framework

The PYP curriculum framework centres on transdisciplinary learning as the curriculum organizer for students to experience learning between, across and beyond traditional subject boundaries. It is an in-depth guide to authentic inquiry-based learning and teaching that is engaging, significant, challenging and relevant.

The curriculum framework reflects a combination of wide-ranging research, educational thought leadership and experiences derived from IB World Schools. This resource presents all aspects of learning and teaching through illustrations of theories and quality practices along with teacher support materials developed collaboratively with our global learning community. It also connects to *Programme standards and practices* (PSP) to support quality implementation in PYP schools.

The PYP curriculum framework and the PSP framework

PYP schools strive towards deeper implementation of transdisciplinary learning in their curriculums and communities by committing to a foundational set of principles found in *Programme standards and practices*. These foundational principles ensure quality and fidelity in the implementation of all IB programmes at IB World Schools.

The PYP curriculum framework and the PSP framework work in conjunction to provide schools with the guidance needed to meet the quality standard of a PYP programme, and to encourage schools to develop and improve programmes that fit their contexts and educational aims. As schools use the PYP curriculum framework to organize their curriculums and communities, they can use the PSP framework to develop the environment, culture, policies and processes that support effective practice and exemplify the IB mission.

The learner

The PYP curriculum framework begins with the premise that PYP students are agents of their own learning and partners in the learning process. They have innate potential to inquire, question, wonder and theorize about themselves, others, and the world around them. When learning communities recognize children's emergent identities and competencies, they create an educational context that values children both for who they are in the present and who they will become in the future.

This understanding of how students learn is foundational to the inquiry-based and concept-driven transdisciplinary model of learning and teaching. Through engaging with the programme of inquiry and reflecting on their learning, PYP students develop knowledge, conceptual understandings, skills and the attributes of the IB Learner profile to make a difference in their own lives, their communities, and beyond. They demonstrate the agility and imagination to respond to new and unexpected challenges and opportunities and to take actions for a better and more peaceful world.

Learning and teaching

Learning and teaching in the PYP curriculum framework is simultaneously an articulation of what is worth knowing, the theory and supporting practice, and an interpretation of the PYP in action. It reflects the dynamic interplay between how students learn best, what has been learned, and what are the next steps in learning.

Informed by constructivist and social-constructivist learning theories, the emphasis on collaborative inquiry and integrative learning honours the curiosity, voice, and contribution of the students, for whom the

curriculum is intended. The approaches to learning and approaches to teaching articulated in *What is an IB education?* play a crucial role in the inquiries into the six transdisciplinary themes aimed at promoting understandings about human commonalities of local, national and global significance. Using these approaches, students draw knowledge from subjects, enduring concepts, and skills to actively connect prior and new experiences to broaden their understandings about the world. The intentional integration of language and technology and the design of the learning environment invite and promote collaboration throughout the inquiry process. These serve as a resource to access learning, and a tool or platform to connect, communicate and share learning.

Underpinned by a culture of collaboration and assessment capability, learning and teaching demonstrate a commitment to the common goal of supporting and reflecting on a transdisciplinary learning experience and improving student outcomes. Working together, collaboration and assessment capability provide valuable feedback to students on where they are in their learning journey to inform the next steps in learning.

The learning community

The PYP learning community brings to life learning and teaching practices that support students in pursuit of a significant, relevant, engaging and challenging learning experience. Members of the learning community form the bridge that connects learning and teaching. The PYP learning community includes classrooms and schools, extending to the whole IB community and to the world as the broadest context for learning. It is inclusive of everyone involved in the life of the school: students and their families, school faculty and staff members, and other significant adults in students' lives. This reflects the IB's belief that educational outcomes are shaped by strong relationships amongst members of the learning community.

The inherent flexibility in the PYP acknowledges that everyone in the learning community has agency to influence and to transform learning. Agency encourages all members of IB World Schools to consider the key roles they have in learning and teaching, and how these key roles inform the choices made and the actions taken. The impact of agency on students and the wider community in becoming internationally-minded is also important to consider.

School leaders, teachers, students and parents/caregivers contribute to and enrich the learning experience by designing, implementing and supporting a transdisciplinary curriculum that is meaningful to their local context and their collective goals. Collaborative partnerships recognize what each member independently and collectively brings to the learning community. Members are encouraged to see themselves as leaders and contributors to building an inclusive culture that supports a shared vision and mission, beliefs and values. Together, all stakeholders of a learning community sustain a positive school culture by committing to continuous school improvement, well-being and a safe and engaging environment that nurtures resilient, optimistic and lifelong learners.