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WAYS OF KNOWING

# IB AFRICA, EUROPE & MIDDLE EAST REGIONAL CONFERENCE 2014

ROME • 16–19 OCTOBER



International Baccalaureate®  
Baccalauréat International  
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## **IB AFRICA, EUROPE & MIDDLE EAST REGIONAL CONFERENCE 2014**

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# **PYP: What's in a Review?**



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# PYP Review



## Who We Are

- Introduce yourself to the person next to you, share your responses to:

When you see the words PYP review, what does it make you think and what does it make you wonder?

- Briefly discuss the commonalities/differences between your thoughts



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# The team



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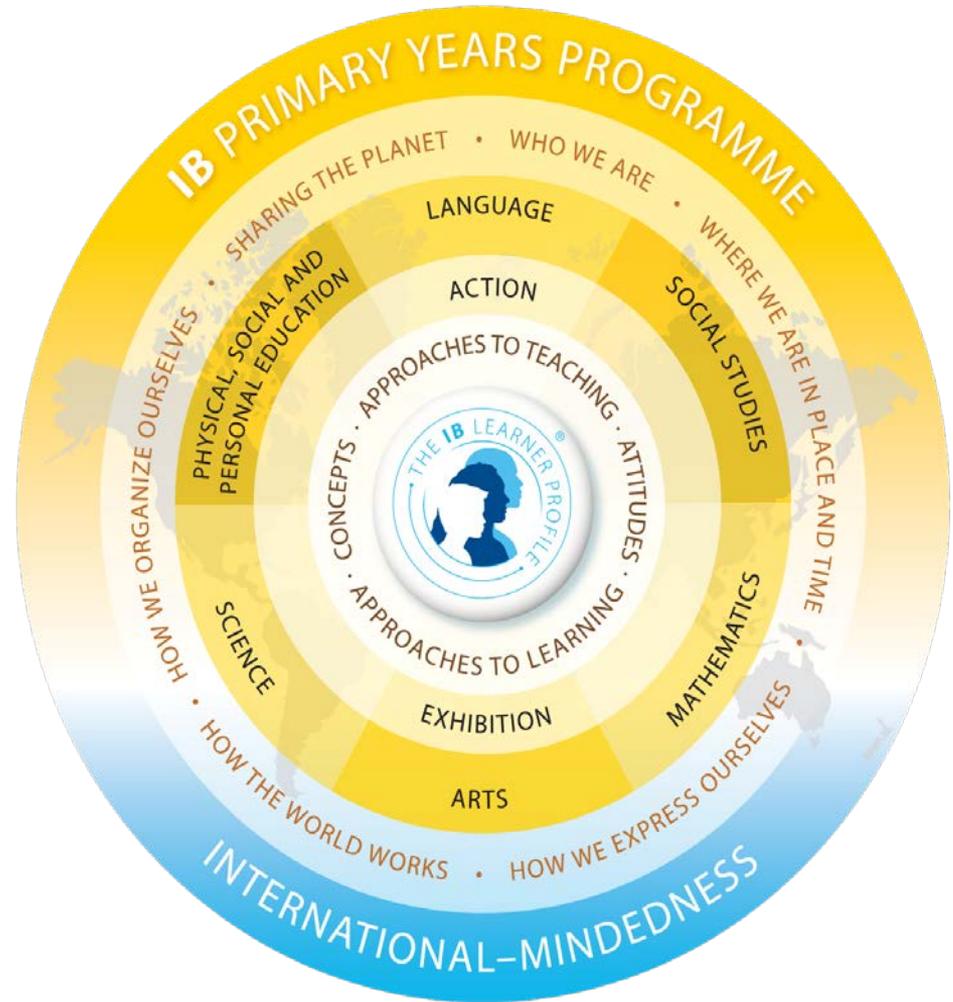
**EDYTA DUIJVESTEIN**  
Resource Development  
Officer



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# Where are we now?

- Highly successful
- Learner focused
- Transformative model of collaborative teaching for school and community





# PYP – foundation for life

*“The IB sits in an enviable position as a globally recognised, highly respected brand, associated with the highest quality of education provision. Its products are unique in the purity and clarity of their underlying philosophy and are recognised as those at the forefront of educational best practice.”*

*“This ethos-driven background and not for profit ownership give the PYP a sense of purity: It has not been developed as something easy to teach, or with affordability as a key driver, although these are important considerations. Instead, the PYP has been developed as a product that gives children the best possible educational start in life, and the purity of the vision behind the service lessens any challenges around its implementation.”*

*Outsell, 2013*



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# So what? The BIG Questions...

- **What could IB?**
  - **What should IB?**

# What will IB?



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# So why review?

- **Research driven**
- **Pedagogical leadership**
- **Feedback from educators**
- **Global trends**





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# Aims of the review

*The 7-phase review of the IB PYP aims to:*

- *reinforce existing strengths*
  - *address weaknesses*
  - *identify opportunities for innovation*
  - *improve support to IB World Schools*
- as they deliver the best possible international education to children around the world.*



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# PYP review process

- Research based
- Rigorous
- Collaborative
- Focused on learner outcomes within a global context





# Phase 4: Review Themes content

**Approaches to Teaching** transdisciplinary and disciplinary learning, inquiry, concept-based teaching, action

**Approaches to Learning** creativity, innovation, entrepreneurship, active role of the student, well-being

**Assessment** new forms, student involvement, role of technology

**Early Years** not separate, but featured more strongly and better supported



# Review themes

**Language and learning** support for more diverse language contexts; multilingualism (models) as central to International mindedness; literacy

**Leadership** sustaining leadership/teams; supporting school transformation; student leadership

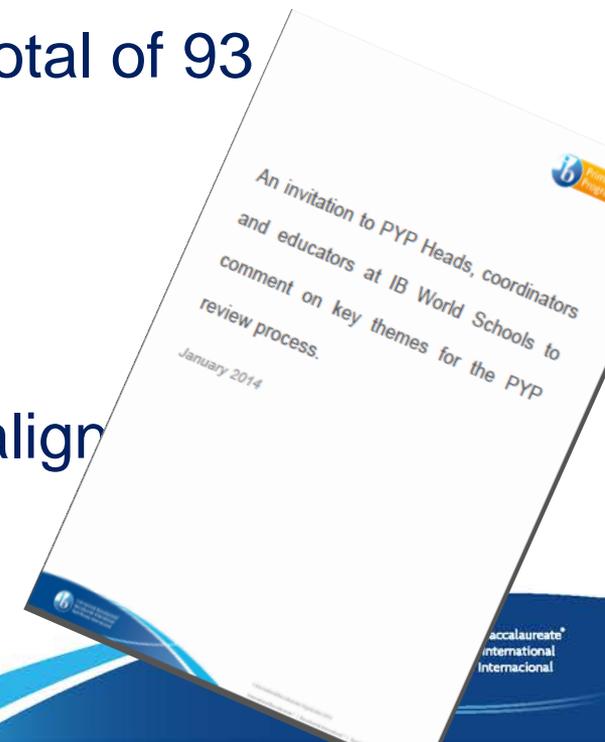
**Technology** enhanced collaboration; knowledge construction to knowledge management



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# A consultative process

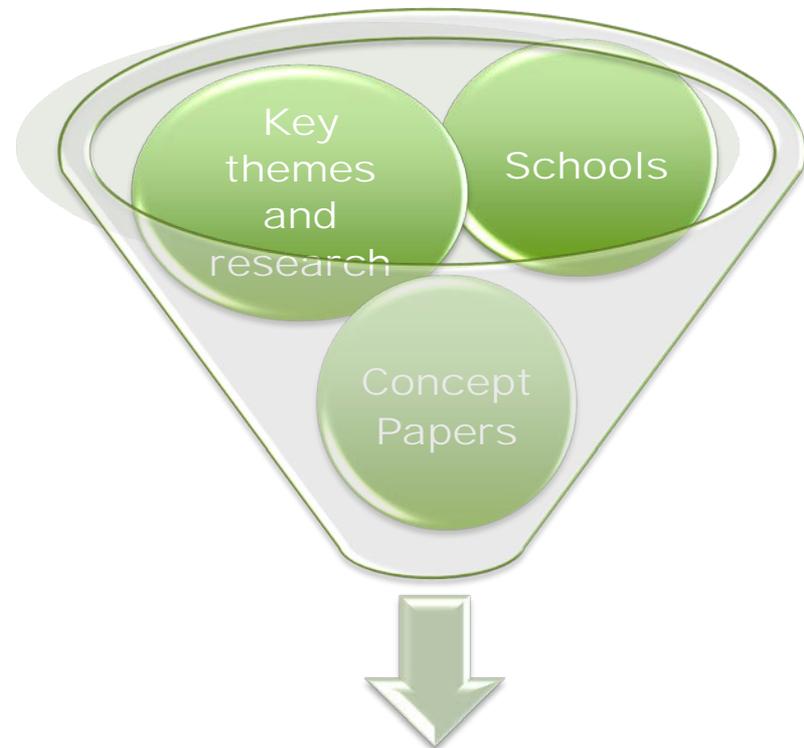
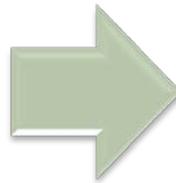
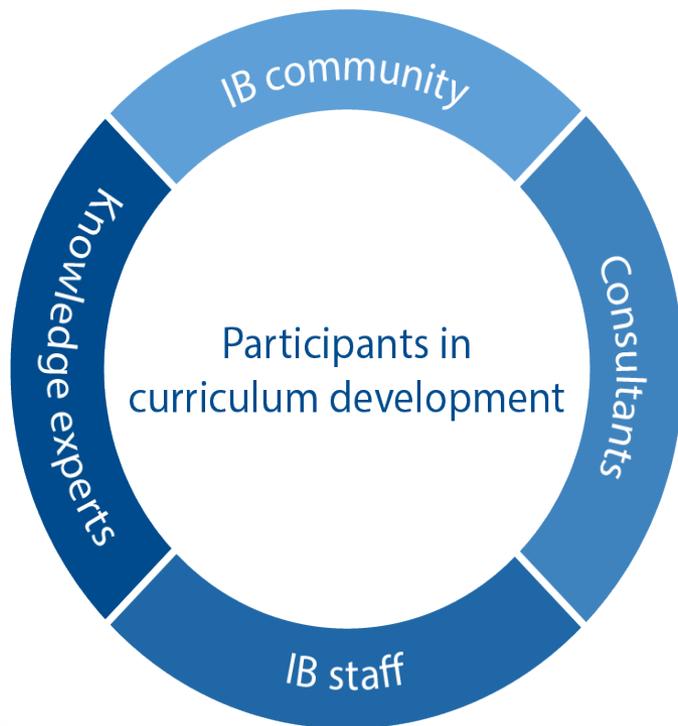
- Focus groups across IB regions in 2013 and 2014
- Think tank on Bridges to Access (December 2013)
- PYP committee meeting (February 2014)
- Consultation paper feedback
- Barometer groups (7 groups with a total of 93 educators)
- Student interviews (480 voices)
- School satisfaction survey
- Matters to be addressed 2009-2013
- Internal cross-function consultation/alignment
- Feedback from PD events
- Knowledge consultants





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# Phase 4 - Process



**Options for Phase 5 development**



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# Lehigh Report

The programme is perceived as successful for creating a **shared vision** of learning that extends from leadership to teachers, learners and their parents and beyond into the larger community—a **community of learners**.

Schools note the indicators of success in this area were a sense of **unity, coherence, common purpose** and **ownership** of the program among **all stakeholder** groups in the school.

-Lehigh Report, 2013





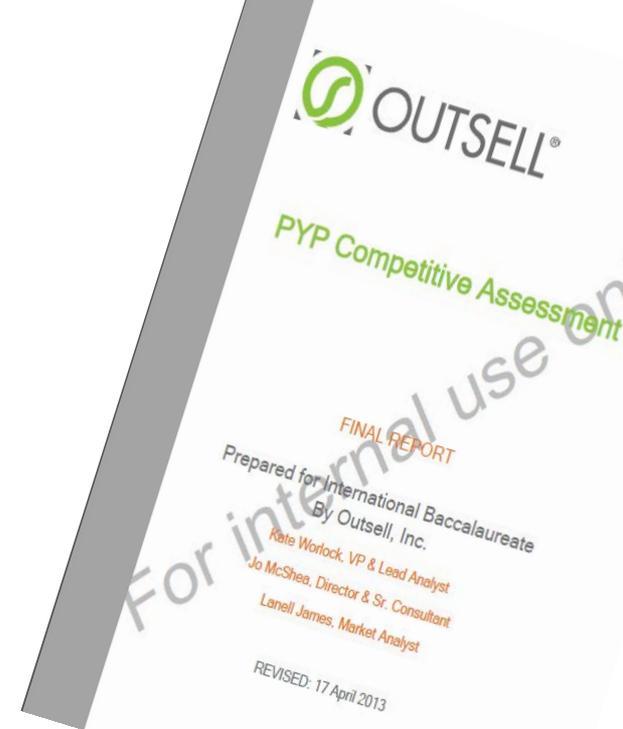
# Outsell Analysis

*“...for many schools, the real issues of accessibility relate to the upfront and ongoing costs associated with implementing the PYP...”*

*“The PYP’s high cost makes it extremely difficult for some groups of schools to implement.”*

*“Inexperienced teachers may not know where to start, while others may believe they are continually reinventing the wheel”*

*“The lack of flexibility in the IB’s requirements made implementing the programme more difficult than it should be.”*





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# Challenges identified

- **Clarity of communication and articulation of the programme**
- **Cost and availability of IB professional development**
- **PYP alignment with national/local standards**
- **Meeting the needs of a wide spectrum of schools**
- **Digital world**
- **Assessment**
- **Increased support for implementation** - exemplars, what does best practice look like?
- **Collaboration** - the time required and cost of collaboration – although the transformative results of this process were also identified as a strength.
- **Increased language support**



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**Maximizing impact**

**Learner  
Outcomes**



**Quality of  
Learning**

**Quality of  
Teaching**

**Leadership**  
Climate and culture

**PD &**  
Evidence informed  
practice  
**Teacher Learning**

**Resources**  
curriculum  
plan - time – people -  
technology



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# Analysis of ideas shaping Phase 5

Students to be active agents in their own learning

Importance of social and emotional aspects of learning

Teachers become architects of learning and active, engaged contributors to professional development

Ensure that the framework of the PYP is relevant and will stand the test of time

Enhanced integrity of the PYP: reinforced principles, research, foundation for a lifetime of learning

**No change in PYP until 2018**



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## “What if..?” Activity:

**We want your thoughts:**

**Read the *Potential Shift* posters on the walls and respond to the three columns on each poster**

**When time is up please return to your chairs for our wrap-up**



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# For more information:



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## Come by our PYP Booth!



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# Thank you!