



Primary Years
Programme

Transition Guide

for the Primary Years Programme

June 2018



International Baccalaureate®
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Overview

The highly-anticipated evolution of the IB Primary Years Programme, from *Making the PYP happen* into *PYP: From principles into practice* will finally be released, in its entirety, in October 2018.

The enhanced programme has already generated much excitement from schools. In response, and in order to encourage ample time for reflection, planning and consideration of how the programme might best be implemented in an individual school context, we are introducing a period of flexibility from 1 January 2019.

This flexibility provides schools with an opportunity to explore the enhanced programme alongside the revised *Programme standards and practices* without contravening existing *Programme standards and practices* (2014).

Progression from *Making the PYP happen* to *PYP: From principles into practice* will look different in each school context, and the developmental stance built into both the enhanced programme and the revised *Programme standards and practices* will enable all PYP schools to adapt, evolve and grow, according to their own needs.

This document will guide schools at different stages in their IB journey through transition; from candidate schools to highly experienced, mature IB World Schools. Schools will find guidance on programme enhancements, professional development, authorization and evaluation during the period of flexibility.

Schools will also learn about the developmental framework of the revised *Programme standards and practices* and its alignment with the PYP enhancements to accommodate schools' evolution from candidacy to maturity as an IB World School.

Please use this guide in conjunction with the series of communications summarizing the WHAT? WHY? and HOW? of enhancements. Links to the relevant communications are included alongside the programme enhancements.

Please ensure that you read sections 1–4 of this guide before moving to the transition guidance relevant for each school context in section 5.

Transitioning to the new framework

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Coming soon

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Coming soon

Release and implementation of the revised *Programme standards and practices*

Revised *Programme standards and practices*, applicable to all IB programmes, will be released in 2020. To support PYP schools during the transition period, revised *Programme standards and practices* will be outlined alongside programme content in the digital resource *PYP: From principles into practice* in October 2018.

Guidance around implementation and timelines for official first teaching in line with the revised *Programme standards and practices* are currently in development and will be shared as soon as possible.

1. Introduction to the PYP: From principles into practice

Since its inception, the Primary Years Programme (PYP) 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 remains trusted, timeless and transformational. Through the PYP, students experience learning that is engaging, significant, challenging and relevant as it spans between, across and beyond traditional subject boundaries.

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 to support IB World Schools as they strive for excellence in primary education.

The enhanced PYP framework emphasizes the central principle of agency that is threaded throughout the new organizing structure of the programme: 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?)

Informed by research, analysis and school feedback, multiple elements of the framework have been strengthened and enhanced, to offer increased alignment across IB programmes and greater flexibility for our global community of learners, to become:

Better for students



Easier for teachers to implement



More flexible for schools



New organising structure of the programme



Revised programme model (draft)

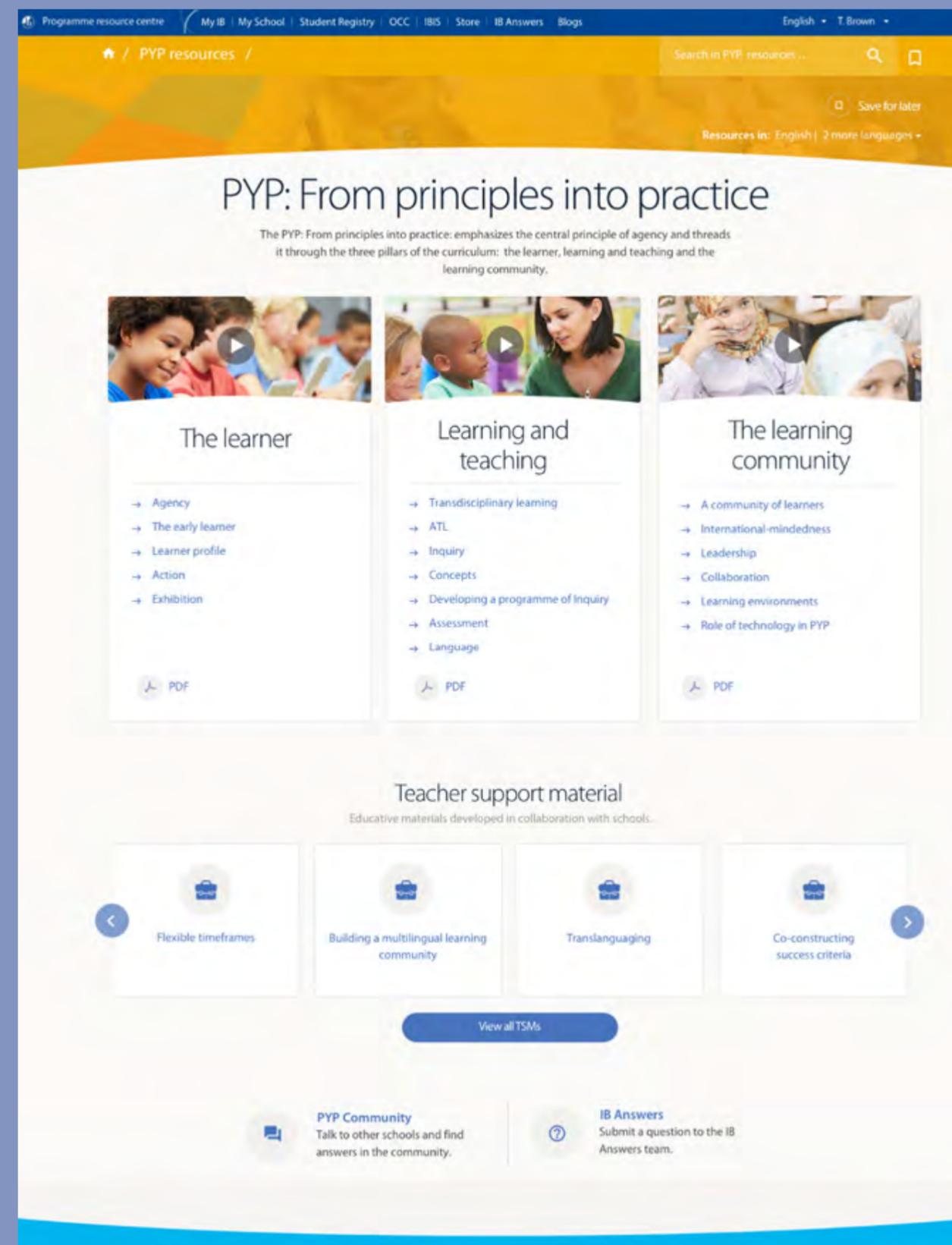


Illustration of PYP: From principles into practice on the new digital resource.

NOTE: All supported language versions will be available on the digital resource from October 2018.

[Overview of the programme enhancements.](#)

2. Programme enhancements

The following table outlines the key programme enhancements. It is advisable that schools view this table in conjunction with the full programme documentation.

The learner	
Enhancement	Description
Agency	<p>Summary</p> <p>Agency is the power to take meaningful and intentional action, and acknowledges the rights and responsibilities of the individual, supporting voice, choice and ownership for everyone in the learning community.</p> <p>Agency is an area where schools can demonstrate ongoing development and exemplary practice, and is supported by the revised <i>Programme standards and practices</i>.</p> <p>Link to the PYP review update: The Learner in the enhanced PYP</p> <p>Location in PYP: From principles into practice: "Agency" section, teacher support material</p>
Early learner	<p>Summary</p> <p>The early years age range is extended from ages 3–6, instead of 3–5 years.</p> <p>Schools design a programme of inquiry that consists of six units of inquiry—one for each transdisciplinary theme—at each year or grade level, except for students from 3–6 years, where the school may choose to offer a minimum of four units at each year or grade level, two of which must be within the themes of "Who we are" and "How we express ourselves".</p> <p>The four central features of the early years are:</p> <ul style="list-style-type: none"> • play as the primary vehicle for inquiry with planning for uninterrupted time for play • building strong relationships with students and their families • creating and maintaining responsive/interactive learning spaces for play • offering many opportunities for symbolic exploration and expression. Schools offering the early years only are not required to undertake an exhibition. Link to the PYP review update: The Learner in the enhanced PYP <p>Location in PYP: From principles into practice: "Early years" section</p>



Enhancement	Description
Learner profile	<p>Summary:</p> <p>As the IB mission in action, the learner profile remains central to all IB programmes. In line with other IB programmes, reporting on the learner profile attributes is no longer required. This moves the focus away from summative assessment towards monitoring and documenting students' development of the attributes of the learner profile over time, with an emphasis on self-reflection.</p> <p>The dispositions currently referred to as "attitudes" are now subsumed within the descriptors of the learner profile and are no longer a separate element.</p> <p>The whole learning community plays an important part in developing, valuing, appreciating, monitoring and demonstrating the learner profile in action.</p> <p>Link to the PYP review update: The Learner in the enhanced PYP</p> <p>Location in PYP: From principles into practice: "Learner profile" section</p>
Action	<p>Summary</p> <p>Student-initiated action is considered as a dynamic outcome of agency, and an integral part of the learning process that can arise at any time, within or outside the programme of inquiry.</p> <p>Action might come in the form of: participation, advocacy, social justice, social entrepreneurship, and life choices.</p> <p>Link to the PYP review update: The Learner in the enhanced PYP</p> <p>Location in PYP: From principles into practice: "Action" section</p>
Exhibition	<p>Summary</p> <p>Schools may start by developing a guided exhibition and move towards a student-led exhibition as their experience with the PYP deepens and their expectation for student agency increases.</p> <p>The exhibition may become one of the six units of inquiry during the final year or it may stand outside the programme of inquiry with a more flexible timeframe to support student inquiries and school contexts. It is not a seventh unit of inquiry.</p> <p>Schools can choose to use the optional exhibition planner or design their own way to support students to document the exhibition.</p> <p>Schools offering the early years only are not required to undertake an exhibition.</p> <p>Link to the PYP review update: The Learner in the enhanced PYP</p> <p>Location in PYP: From principles into practice: "Exhibition" section</p>

Enhancement

Description

Concepts

Summary

There are now seven key concepts. Reflection is embedded throughout the programme in multiple ways and is no longer positioned as a key concept.

There is additional support for planning with key and related concepts.

Link to the PYP review update: [Learning and teaching—part 1](#) and [part 2](#)

Location in PYP: *From principles into practice:* “Concepts” section

A transdisciplinary programme of inquiry



Summary

Schools design a programme of inquiry consisting of six units of inquiry—one for each transdisciplinary theme—at each year or grade level.

Exceptionally, for students who are three to six years old, schools may choose to offer a minimum of four units at each year or grade level, two of which must be within the themes of “Who we are” and “How we express ourselves”.

In classes where most of the students become seven years of age during the school year, six units of inquiry are required. Any student in a class outside their regular age group will undertake the number of units required by their class.

All subjects will continue to be represented at each year level within the required transdisciplinary units of inquiry. Schools must ensure balance and articulation between the programme of inquiry and any additional single-subject teaching.

Where an authentic and meaningful link cannot be made from a single subject to a transdisciplinary unit of inquiry, occasional single subject teaching-including science and social studies-is possible. **The collaborative planning process must ensure the balance of subjects and the authenticity of your transdisciplinary programme, with more than one subject represented within each unit of inquiry.**

Collaborative planning teams have the flexibility to decide the most appropriate time frames and duration for each unit of inquiry. To allow for depth and breadth of investigation, a minimum timeframe of three to four weeks is recommended.

Schools will have the option to design their own planner, providing they follow the new collaborative planning process, which outlines clear steps and expectations to plan a transdisciplinary unit of inquiry. Alternatively, schools may use the newly designed PYP planning template customized for early learners, year level and subject specialist teachers.

Schools may choose how to organize, design, and present their programme of inquiry; as a matrix is no longer required.

Link to the PYP review update: [Learning and teaching—part 1](#) and [—part 2](#)

Location in PYP: *From principles into practice:* “A transdisciplinary programme of inquiry” section

Enhancement

Description

Approaches to learning

Summary

The original set of transdisciplinary skills has been renamed as “approaches to learning” to align with other IB programmes.

Approaches to learning sub-skills can be adopted from the PYP guidance, or schools may identify their own to support students in the context of their own learning community.

Link to the PYP review update: [Learning and teaching—part 1](#)

Location in PYP: *From principles into practice:* “Approaches to learning” section

Inquiry

Summary:

Inquiry remains the main pedagogical approach to learning and teaching. As inquiry is a dynamic process, it is no longer represented in programme documents by the current linear inquiry cycle model.

An explicit focus on agency–voice, choice and ownership–will encourage active, inquiring students to take responsibility for their own learning. The planner has been redesigned to include student agency through inquiry, action and reflection.

Flexible, open-ended timeframes for units of inquiry allow for more sustained, in-depth inquiry.

In the early years, inquiry is approached through play.

Link to the PYP review update: [Learning and teaching—part 1](#)

Location in PYP: *From principles into practice:* “Inquiry” section

Assessment

Summary

Assessment embodies a holistic design, incorporating both a backward and forward-looking approach in which feedback is integral to learning and teaching.

Schools build a schoolwide assessment culture which focuses on developing assessment capable students and teachers.

Teachers monitor, document, measure and report on learning using an integrated, ongoing process.

The exhibition is no longer required to be a summative assessment. Instead it is seen as an opportunity to support student growth through the means of formative assessment.

Link to the PYP review update: [Learning and teaching—part 2](#)

Location in PYP: *From principles into practice:* “Assessment” section, teacher support material

Enhancement

Description

Language

Summary

Language will be embedded throughout “the learner”, “learning and teaching” and “the learning community” to support a school culture of language learning and international-mindedness.

Multilingualism, the use of two or more languages, will be encouraged and supported through the development of multilingual learning environments and multilingual communities, affirming student identity and agency.

Link to the PYP review update: [Learning and teaching—part 2](#)

Location in PYP: From principles into practice: “Language” section

The learning community

Enhancement

Description

A community of learners

Summary

There is an increased focus and guidance on inclusion and well-being to foster positive and trusting relationships, self-efficacy and agency across the school community.

Link to the PYP review update: [The learning community](#)

Location in PYP: From principles into practice: “A community of learners” section

International-mindedness

Summary

The improved guidance supports the integration of international-mindedness through action, agency, language, the learner profile and the shared responsibilities of the learning community.

Link to the PYP review update: [The learning community](#)

Location in PYP: From principles into practice: “International-mindedness” section

Leadership

Summary

Students, teachers and all members of the learning community take on formal and informal leadership roles, to discover new ways to reach shared aspirations together.

Leadership draws on a range of capabilities to innovate and encourage agency in a PYP school.

Link to the PYP review update: [The learning community](#)

Location in PYP: From principles into practice: “Leadership” section

Enhancement

Description

Technology

Summary

Building on the IB’s most recent guidance on technology and learning, students are immersed in the interplay between learning technology, learning about technology and learning through technology. Guidance includes the possibilities offered by multiliteracies and multimodalities, alongside computational learning, design and systems thinking to integrate learning.

Link to the PYP review update: [The learning community](#)

Location in PYP: From principles into practice: “Technology” section

Learning environments

Summary

Schools create flexible, inviting and intentional learning spaces that support agency, inquiry, physical and emotional well-being.

Link to the PYP review update: [The learning community](#)

Location in PYP: From principles into practice: “Learning environments” section

Policies

Summary

All stakeholders and staff in schools will work collaboratively to develop policies that reflect and support their own learning community and context using guidelines from the IB.

In addition to Assessment, Inclusion and Language, required policies will now also include:

Access and/or Admissions policy, Academic integrity, Child protection policy



3. Alignment with the revised *Programme standards and practices* framework

Guidance will be released in conjunction with information for all IB schools approaching implementation of the revised *Programme standards and practices*.

To support PYP schools during the transition period, revised *Programme standards and practices* will be outlined alongside **programme content in the digital resource**

PYP: From principles into practice in October 2018.

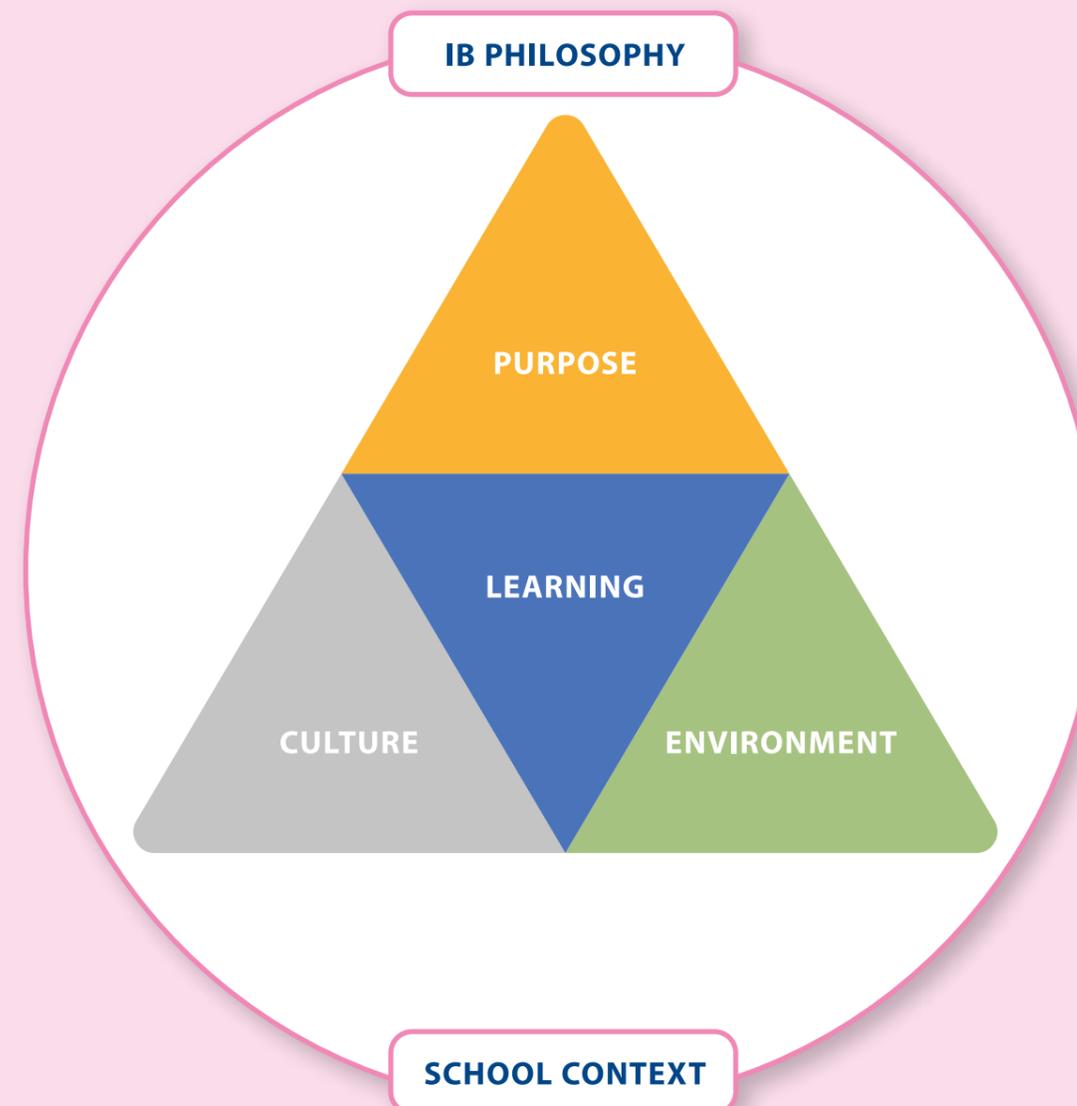
This will offer schools the opportunity to view both the enhanced programme and the revised *Programme standards and practices* as a coherent whole, allowing for a clearer understanding when planning for future implementation.

Reimagined as a developmental framework to accommodate schools' evolution from candidacy to maturity as an IB World School, the revised *Programme standards and practices* are designed to encourage **improvement and innovation**, in addition to compliance.

Research and design activities around the revision of the *Programme standards and practices* have informed an evolution from a document to a digital system by which schools will plan, implement and develop as whole schools with IB programmes.

Programme documentation, rules, regulations and procedures will be thoughtfully connected to the *Programme standards and practices* to make finding information easier and to show schools how the standards and practices can be incorporated into daily practice.

The revised *Programme standards and practices* will be viewed from a school perspective to represent their experience of developing and implementing IB programmes and alignment with their own mission and that of the IB.



The circle represents the first questions for potential IB schools:

- how do IB programmes combine with the school community's climate, aspirations, and pedagogical aims?
- how does IB philosophy blend with the school's context?

The triangles represent how different aspects of school implementation come together.

Schools articulate a **purpose** that consists of a combination of their mission, philosophy, and approach to education. The school's purpose is supported by their **culture** and environment. The outcome of combining these elements is learning.

The whole school community learns when a school's purpose, culture and **environment** work together to make **learning** a priority.

The *Programme standards and practices* have been designed to work together in logical clusters within the framework.

For example, practices placed in "Purpose" have supporting practices in "Culture" and "Environment", and Learning practices are placed to help define why Purpose, Culture and Environment come together. This creates logical themes that schools can use to plan and implement programmes.

4. Professional development

In the enhanced PYP teachers will, as creative professionals, have greater freedom to design learning engagements and teach in ways that enable their students to take greater control over their own learning. Professional development (PD) options/opportunities will continue to create and support a culture of quality and growth for PYP educators and leaders alike.

- Current workshops, based on the trusted and timeless aspects of the programme, will continue to support inquiry based, conceptual, transdisciplinary learning throughout 2018.

- New category 1 and 2 workshops to support the transformational process to the enhanced PYP will be launched **face-to-face in March 2019 and online in May 2019**.
- Details of how to sign up for the transition workshop **“Building for the future”** and information on the range of new workshops will be announced on the [programme resource centre](#) and the [public website](#) shortly.

Specific PD requirements for candidate and authorized schools can be found in Section 5, “Transition guide” under the respective section.



5. Transition guide–Building for the future

What you need to know

Key dates

Release Transition guide	Release	NEW digital resource	START TRANSITION period of flexibility	Release revised Programme standards & practices	END TRANSITION period of flexibility
★	★	★	★	★	★
June 2018	Jul Aug Sept October .../...	Jan 2019	Feb March Apr May .../...	2020	TBC
★ Learning Community WEBINAR	★ ★ Transition WEBINARS		★ ★ Face-to-face Online LAUNCH: Transition and new Cat. 1,2,3 workshops		

PYP: From principles into practice

To support exploration of the enhancements alongside existing *Programme standards and practices* (2014), we are introducing a period of flexibility from:

1 January 2019

This flexibility will allow schools the opportunity to explore enhancements and new practices alongside existing *Programme standards and practices*

(2014)–without penalty–until the launch of revised Programme standards and practices.

The revised *Programme Standards and Practices*, applicable to all IB programmes, will be released in 2020. Guidance around implementation is in development and will be shared as soon as possible.



Transition guide–Building for the future

a) Guidance for Candidate schools

Candidate schools submitting their Application for Authorization from April 2019 - end of transition

In January 2019, following the October release of *PYP: From principles into practice*, candidate schools may start to explore and incorporate the new enhancements into their practice. While some of these programme enhancements conflict with the

current *Programme standards and practices (2014)*, the flexibility offered during the transition period permits exploration without affecting schools involved in authorization.

Specific areas where flexibility will apply are:

Enhancement	Current requirement(s)
School may use the new PYP planning templates or process	A.3.d, C1.1.a, C1.1.b
Schools may stop using the terms “essential elements” and “student attitudes”	C1.1.c, C2.1, C2.1.d, C3.1.a
Schools may offer 4 POI units for early years (3 to 6-year-old) students	C2.1.a
Early-years only schools may opt not to conduct the exhibition	C2.1.c, C4.9
Schools may opt to place the exhibition within or outside the programme of inquiry	C2.1.c
Schools may focus on monitoring, documenting, measuring and reporting on knowledge, concepts, skills and action	C4.1.b
Schools may focus on monitoring, documenting and reporting on the learner profile	C4.6.a

[Full list of programme enhancements](#)



Consultancy Feedback

Consultant feedback received from January 2019 onward will incorporate flexibility on current *Programme standards and practices (2014)* for schools choosing to explore enhancements during their candidacy.

Application for Authorization/Verification visit

Schools choosing to explore elements of the Enhanced PYP which conflict with the current *Programme standards and practices (2014)* will not be penalized by the Application for Authorization reader or by the Verification Visit team.

Required Professional Development

Pedagogical leadership and all faculty who work with PYP students must all be trained in IB category 1 workshops before your verification visit.

During the transition period, the required professional development will be updated to reflect *PYP: From principles into practice*. Which professional development your staff must attend is determined by the submission dates of your school’s application for authorization:

- Coordinators and staff from schools who will apply for authorization in April 2019 **must attend the currently available Category 1 workshops**. These schools will also be required to send one staff member (ideally the programme coordinator) to the “**Building for the Future**” workshop by 31 December 2021.
- Coordinators and staff from schools who will apply for authorization in October 2019 or April 2020 may attend either the currently available Category 1 workshops or the updated Category 1 workshops, which will be available beginning in March 2019. Schools which opt to have staff participate in the currently available Category 1 workshops will be required to send one staff member (ideally the programme coordinator) to the “**Building for the Future**” workshop by 31 December 2021.
- Coordinators and staff from schools who will apply for authorization in October 2020 and thereafter must attend the updated Category 1 workshops.

Transition guide—Building for the future

b) Guidance for IB World Schools

August 2018 – end of transition

In January 2019, following the release of *PYP: From principles into practice*, IB World Schools, may choose to explore and incorporate the new PYP enhancements.

While some of these programme enhancements conflict with the current *Programme standards and practices (2014)*, the flexibility offered during the transition period from 1 January 2019—until the launch of revised *Programme standards and practices*—permits exploration without penalizing those schools involved in programme evaluation.

The current schedule for programme evaluation is not changing.

Beginning with evaluation visits in August 2018, PYP evaluation reports for IB World Schools will NOT identify matters to be addressed for requirements which conflict with the new programme enhancements listed below.

Specific enhancements where flexibility will apply are:

Enhancement	Current requirement(s)
School may use the new PYP planning templates, process, or use both	A.3.d, C1.1.a, C1.1.b
Schools may stop using the terms “essential elements” and “student attitudes”	C1.1.c, C2.1, C2.1.d, C3.1.a
Schools may offer 4 POI units for early years (3 to 6-year-old) students	C2.1.a
Early-years only schools may opt not to conduct the exhibition	C2.1.c, C4.9
Schools may opt to place the exhibition within or outside the programme of inquiry	C2.1.c
Schools may focus on monitoring, documenting, measuring and reporting on knowledge, concepts, skills and action	C4.1.b
Schools may focus on monitoring, documenting and reporting on the learner profile	C4.6.a

Full list of programme enhancements

Feedback will not be offered, either by visiting teams or in the evaluation report, regarding the school's implementation of the enhanced PYP until the full launch of the revised *Programme standards and practices (2014)*. Full details and expectations for schools will be announced at a later date.

Please keep in mind that—even though feedback on the requirements (mentioned in the table) will not be offered—programme evaluation for IB World Schools will take place as scheduled.

Schools going through the evaluation process during the transition period will benefit from the above areas of flexibility from 1 January 2019. However, they will still be expected to complete and submit their self-study questionnaires and upload the supporting documents, in line with current *Programme standards and practices (2014)* by the given deadline. Evaluation visits will also proceed as scheduled.



Professional Development requirements

Professional development requirements for IB World Schools can be found on the IB website>Professional development>Meeting PD requirements.

Additional professional development required to be completed between May 2019 – December 2021

One teacher, coordinator or head/principal from each IB World School implementing the PYP **must attend the “Building for the future” transition workshop by 31 December 2021.** (The workshop is available face-to-face from March and online from May 2019).

This workshop is recommended for experienced PYP educators and supports schools in understanding the changes to the PYP and planning for implementation. It is recommended that the PYP coordinator attend the workshop. The workshop is also suitable for teams of teachers.

While this workshop will meet the requirements for programme evaluation, individuals who are new to the PYP will be better served in one of the updated Category 1 workshops.

Schools with IB Educators who have successfully completed the expectations for IBEN in the following table are exempt from this requirement.

IBEN Development	Content	Who	When
Stage 1: Modules 1 and 2	General upskilling for PYP enhancements	All PYP IBEs	2018
Stage 1: Modules 3 and 4	Workshop updates	All PYP WSLs	2018
Stage 2: Module 5	Revised <i>Programme standards and practices</i>	All PYP IBEs	2019



