



Launch of new programme models

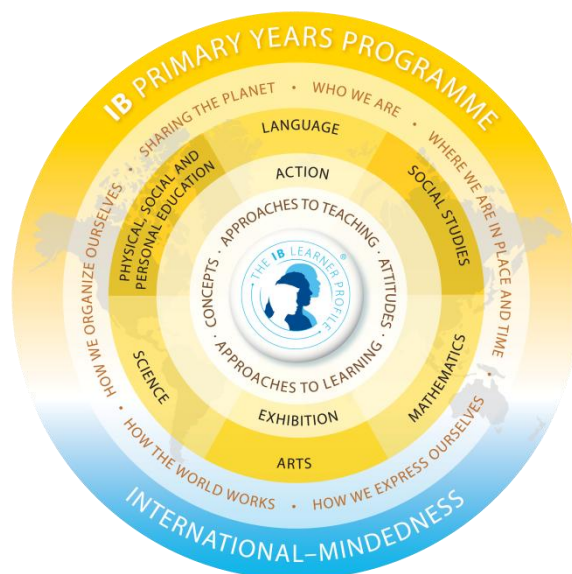
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The Primary Years Programme (PYP)

The new PYP model differs from the old PYP model in the following ways

The core circle remains illustrative of the learner's position at the heart of the PYP curriculum framework.



The innermost circle unites the pedagogy of the PYP with its essential elements

- The three components of the PYP curriculum cycle (written, taught and assessed) now embodied in **Approaches to Teaching**, aligns with MYP, DP and IBCC programmes. It reinforces the PYP pedagogy of authentic learning that is inquiry-based and conceptually driven
- The essential element of skills (subject related and transdisciplinary) represented on the new model as **Approaches to Learning**, is also in alignment with MYP, DP and IBCC
- **Concepts** feature separately to show the alignment with MYP
- **Attitudes** remain one of the PYP essential elements.

The PYP culminates in the **Exhibition**, and this features on the new model. This circle demonstrates the clear alignment with **action**, and with the culminating activities in MYP, DP and IBCC.

There are still six subject groups in the next inner circle, but the distinction between them is less marked to indicate the transdisciplinary nature of the PYP.

The six transdisciplinary themes remain, and are represented in a more interconnected way in the second outermost circle.

International-mindedness, encompassing more than just the individual learner, features in the outermost circle as it underpins and aligns the PYP with the three other programmes.

The Middle Years Programme (MYP)

For many years, the programme model for the MYP has contained a single circle for the five areas of interaction. The former model placed the five areas of interaction closest to the centre; the areas of interaction served as contexts for learning that could better enable interdisciplinary learning. The new model contains the same message about an MYP education but with a different presentation. The circle closest to the centre of the model now contains four elements.

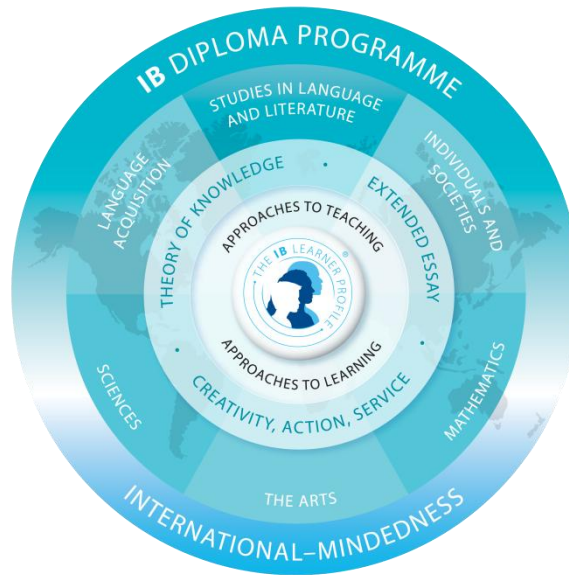


- **Approaches to learning**—this demonstrates the commitment to approaches to learning as a key component of the MYP for developing skills for learning.
- **Approaches to teaching**—this emphasizes the MYP pedagogy, including collaborative, authentic learning through inquiry.
- **Concepts**—this shows the emphasis placed on a concept-based curriculum.
- **Areas of interaction**—shows how learning best takes place in context, and can help to develop international-mindedness.

An extra circle highlights other key components of the model. Inquiry-based learning may result in action which may in turn be demonstrated by students in the form of service in the community. The MYP culminates in the personal project, and this features on the model now. This circle demonstrates the clear alignment with action and service, and with the culminating activities in the PYP and the DP.

There are still eight subject groups, presented without distinct lines between them to indicate the interdisciplinary nature of the MYP.

The Diploma Programme (DP)



The new DP model differs from the old DP model in the following ways:

- The shape of the model changes from a hexagon to a circle to align with the other programme and the IB's continuum of education
- Approaches to teaching and learning are included in the inner circle of the model demonstrating the DP's commitment to particular pedagogical approaches to teaching and to developing particular skills for learning
- The term experimental sciences has changed to the term sciences to more closely align with the other programmes
- The watermark of the world indicates that much learning for the DP takes place in the global context.

The Career-related Certificate (IBCC)

The IBCC enables schools to widen participation to an IB education; by incorporating the vision and educational principles of the IB into a unique programme specifically developed for students who wish to engage in career-related learning.

The programme's three-part framework comprises the study of at least two Diploma Programme courses alongside career-related studies and the distinctive IBCC core. Schools gain the added flexibility in direct curriculum development as well as the IBCC core to create an educational pathway that puts a strong focus on individual student needs.



Schools create their own distinctive version of the IBCC by retaining the ability to choose the career-related courses most suited to local conditions and the needs of their students.

The IBCC enables students to prepare for effective participation in an ever-changing world of work as they:

- consider new perspectives and other points of view
- engage in learning that makes a positive difference
- develop a combination of traditional academic skills and practical skills
- think critically and creatively in rapidly-changing and global workplaces
- communicate clearly and effectively
- work independently and in collaboration with others
- become self confident people who are resilient and flexible.

