

# Coordinator's notes

Information for Primary Years Programme coordinators and teachers

## News

**As we strive towards more effective and concise communication with IB World Schools, we have undertaken a review of the *Coordinator's notes* for all IB Programmes. The review results and information about the publication of the *Coordinator's notes* in 2014 will be communicated to IB World Schools in a separate mailing.**

## Primary Years Programme (PYP) Development update

### PYP review

The PYP is currently under review. This review cycle aims to build on existing strengths, increase access for schools and provide the best possible educational experience for current and future generations of young students. We are examining every aspect of the framework, from its founding principles and philosophy to the support the IB provides for its implementation in schools.

The IB will work with educators, university partners and leading experts in the field of education to carry out this substantial review. The publication *PYP—Principles into Practice* is scheduled for launch in 2017 when any changes or revisions made to the programme will come into effect. Until then, *Making the PYP happen: A curriculum framework for international primary education* (2009) remains the main guide to all aspects of student learning within the PYP.

The review was launched in October 2012 with a large-scale research project designed to investigate how PYP schools around the world understand and define the success of the programme. The lead researchers, Dr Peggy Kong and Dr Jill Sperandio from Lehigh University, Pennsylvania conducted a census of 544 authorized PYP schools that have completed their first programme evaluation. These schools were asked to define success in their schools in terms of the strengths of the programme within their school context, the positive impact of the PYP on student learning and ways that the

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### Responsibility of PYP coordinators

This publication is the IB's formal means of communication with administrators and teachers. PYP coordinators are requested to share the *Coordinator's notes* with colleagues in their schools.

### IB research

To see all of the recent studies, as well as studies currently in progress on the PYP and other programmes, please visit <http://www.ibo.org/research/programmevalidation/index.cfm>.

### Professional development

To review the workshop calendar for both face-to-face and online workshops, visit <http://www.ibo.org/events/workshops.cfm>.

### Primary Years Programme *Coordinator's notes*

Published twice a year for Primary Years Programme (PYP) schools by the International Baccalaureate.

### PYP Development

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 Available on IBIS (<http://ibis.ibo.org>)  
 and on the online curriculum centre  
 (<http://occ.ibo.org>).

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programme has influenced the structure of the school. They were also asked to make suggestions to the IB for improving the programme and sustaining the success of the PYP in their schools. With substantial results scheduled for publication towards the end of this year, early findings from this study are expected to highlight perceptions of programme success for school communities and groups of stakeholders within those communities, and within their specific school contexts. The IB would like to thank all IB World Schools offering the PYP that gave generously of their time to take part in this important study.

Further review activities will be scheduled over the coming years and all schools offering the PYP should expect to be contacted with an invitation to participate. In the meantime, please contact the development team at [pyp-review@ibo.org](mailto:pyp-review@ibo.org) to learn more about the review and to post any questions or comments you may have about the process. On the PYP blog (<http://blogs.ibo.org/pyp/pyp-review/>) you will find the Frequently Asked Questions (FAQs) about the PYP review.

## PYP committee

Many thanks to those who submitted their application to serve as members of the Primary Years Programme (PYP) committee. Successful applicants will be notified by 29 November 2013. Further information about the successful applicants will be communicated on the PYP blog (<http://blogs.ibo.org/pyp/>) in December.

The PYP committee, which meets annually, consists of IB staff and school representatives from the three IB regions. Full details of the new terms of reference for the PYP committee are available in section "B2 Primary Years Programme committee" in the *PYP Coordinator's handbook 2013–2014*.

The chair of the committee is Karen Crooke, from the American International School, Mozambique. The current school representatives to the committee are listed below.

- IB Africa, Europe, Middle East: Christelle Thompson, Bishop Mackenzie International School, Lilongwe, Malawi
- IB Americas: Anne Grisham, Sandy Searles Miller Academy for International Studies, Las Vegas, USA
- IB Asia-Pacific: Xuan Wu, Canadian International School, Hong Kong

The PYP committee will meet again in the first week of February 2014 at the IB Global Centre, The Hague.

## PYP Exhibition holds potential for global community of learners

Teams from Online Learning and PYP Development are joining forces to explore the possibility of creating a new "virtual" learning community around the PYP Exhibition.

The Exhibition is the culminating experience for PYP students and an integral part of the PYP philosophy, offering students

an exciting opportunity to demonstrate both independence and responsibility for their own learning. In their final year, PYP students undertake a collaborative, transdisciplinary inquiry process in which they research and identify real-life problems, investigate options and propose solutions.

The IB will provide support for a small group of schools to engage in online collaboration around the PYP Exhibition, including planning and resource sharing for PYP teachers and peer review between PYP students.

PYP teachers and students will use this virtual learning environment to link with their peers, providing opportunities for new ways to interact and learn; enabling them to broaden their perspectives and promote international-mindedness in ways not experienced in the traditional face-to-face classrooms. For more information, please email [pyp.curriculum@ibo.org](mailto:pyp.curriculum@ibo.org).

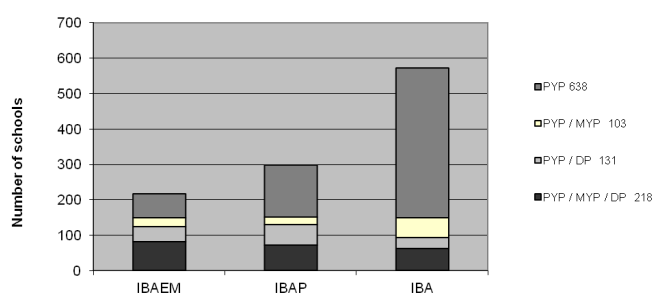
## Number of PYP schools

As of September 2013 there were 1,089 IB World Schools offering the PYP in 99 countries. A directory of all IB World Schools is available on the IB's public website at <http://www.ibo.org>.

Of the 1,089 IB World Schools offering the PYP, 218 are also authorized to teach both the Middle Years Programme (MYP) and the Diploma Programme (DP). See diagram 1 for a breakdown of schools.

**Diagram 1**

*Other IB programmes in conjunction with the PYP across the three IB regions*



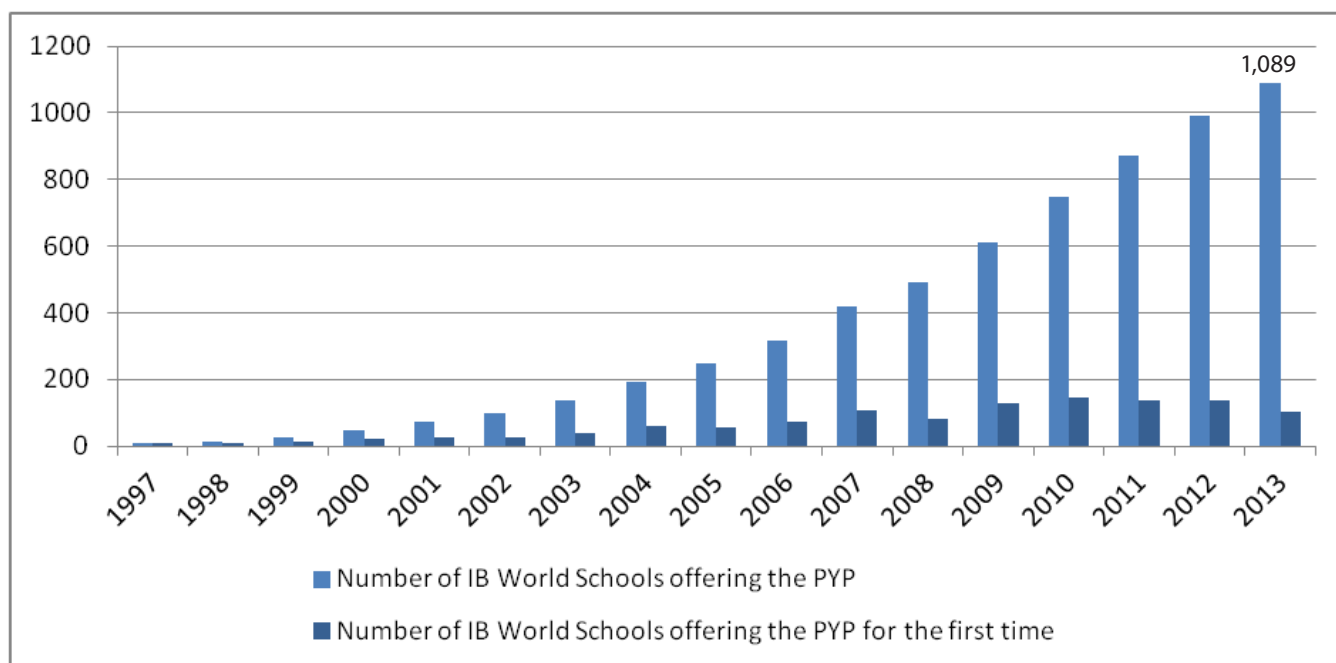
## The learner profile revised

The IB is pleased to announce that the first review of one of the IB's foundational documents, the *IB learner profile*, is now complete. The full report of the review, including guidelines for schools, and an executive summary are available on the online curriculum centre (OCC) at <http://occ.ibo.org>. The revised learner profile is now available to IB World Schools.

Reviewing the core values of the learner profile demonstrates our commitment to continuous improvement and helps us strengthen our leadership in international education. We are delighted that the IB community helped us review the

**Diagram 2**

Growth of PYP programmes by years



*IB learner profile* and we thank everybody for sharing their knowledge, experience and expertise.

### What are the most important revisions to the learner profile?

Feedback from the IB community was overwhelmingly consistent that the ten learner profile attributes are still largely fit for purpose. The most important revisions include changes to the descriptors, a statement of intent and a new visual representation.

- The descriptors now use first-person plural pronouns (“we” and “our”) to highlight the inclusive nature of the IB programmes, call attention to the importance of learning communities (students, families, teachers, school leaders and others), and reflect the IB’s learner-centred, social-constructivist philosophy of education.
- The descriptors that clarify the attributes have been modified and are expressed in clearer and more accessible language. The changes reflect the IB community’s continued development in understanding the learner profile.
- A statement of intent at the end of the document describes the learner profile’s nature and purpose in the context of international education, bracketing the attributes and descriptors with the prologue. These essential statements frame the *IB learner profile* and provide the lens for interpretation and implementation in IB World Schools.
- An enhanced visual representation of the learner profile logo illustrates the dynamic dimension of the attributes.

### What are the implications for IB World Schools?

Based on extensive consultation with practitioners and other experts, the IB will now provide more flexibility in the implementation of the learner profile in order to help IB World Schools meet the needs of their communities. Schools will be able to:

- use the published *IB learner profile* including the title and the IB’s copyright
- replace the attribute “risk-taker” with “courageous”
- include the word “spiritual” in the descriptor for the attribute “balanced”, as follows:

*We understand the importance of balancing different aspects of our lives—intellectual, physical, spiritual and emotional—to achieve well-being for ourselves and others.*

- adopt the published *IB learner profile* and add one or more attributes (with explanatory descriptors) that are aligned with the IB’s mission. The resulting document should be titled “[Name of school] Learner Profile (based on the IB learner profile © International Baccalaureate Organization 2013)”.

The full report of the learner profile review and an executive summary is available on the OCC at <http://occ.ibo.org>.

## “Special education needs” terminology changes

The use of the term “special education needs” (SEN) has been amended. The IB has new terminology that indicates and reflects the IB’s commitment to inclusive approaches to education. The new terms are:

- **inclusive assessment arrangements** (previously, special assessment arrangements)
- **candidates with assessment access requirements** (previously, special assessment needs)
- **candidates with learning support requirements** (previously, candidates with special educational needs)
- **inclusive education** (previously, special education).

To bridge the gap between subject reviews you will find that some of the terms are in a transitional phase:

- The *SEN policy* is being referred to as the **Inclusion/SEN policy** in new documents.
- The document *Special educational needs within the IB programmes* will become **Learning diversity within the IB programmes: special educational needs within the IB programmes**.
- The document *Candidates with special assessment needs* will become **Candidates with assessment access requirements**.
- The “Special educational needs” drop down on the OCC will become **“Special education/inclusive education”**.

## IB global lessons

### Global Engage—IB global lesson: 13 October 2013

Since 2008, the IB has encouraged IB World Schools to take part in global lessons on some of humanity’s greatest 21st century challenges. Continuing a focus on engagement with issues of global significance across the IB continuum, this year’s global lessons focus on disaster awareness and prevention. The United Nations Office for Disaster Risk Reduction (<http://www.unisdr.org/>) has established 13 October as the International Day for Disaster Reduction (<http://www.unisdr.org/we/campaign/iddr>).

To support schools in their participation, sample curriculum planning documents are now available on the Global Engage website (<http://globalengage.ibo.org/eng>). As models for developing a focus on this important world issue, teachers in the global IB educator’s network (IBEN) have prepared a PYP planner for “How the world works”, an MYP unit plan integrating science and humanities, and DP lesson plans for theory of knowledge (TOK) and environmental systems and societies.

Please share how your school uses the lessons or otherwise participates in the International Day for Disaster Risk Reduction at <http://globalengage.ibo.org/eng>. For questions regarding IB global lessons please contact [globalengage@ibo.org](mailto:globalengage@ibo.org).

## IB grants

The IB provides short-term grants for schools experiencing temporary financial challenges or schools that are demonstrably increasing access to IB programmes.

### Who can apply?

This fund offers grants to schools or education districts in two categories.

- **Category 1:** IB World Schools experiencing temporary financial difficulties owing to unpredictable circumstances beyond their control.
- **Category 2:** IB World Schools or implementing schools that can clearly demonstrate that they are significantly widening access to IB programme(s) and/or that they will be significantly contributing to a more diverse, inclusive IB community.

### Nature of the grants

Grants are short term, valid for one year with a possible extension to two years maximum. Funds can be used for the training of teachers and administrators, the payment of the IB annual school fee for one or more programmes, or to support creative schemes to widen access and diversity.

Grants will take the form of a credit to the school’s IB account. This will enable a rebate in annual fees or payment of workshop expenses in lieu of reimbursement of costs incurred through schemes to widen access and diversity. Schools will be expected to submit a report after the funds have been expended.

The ongoing sustainability of an IB programme in the school is a key consideration in the award of a grant. Schools will not normally be eligible for more than two awards.

### Applications

The application form should be completed and emailed to the Access and Advancement Office in the IB Global Centre, Singapore at [ibgrant@ibo.org](mailto:ibgrant@ibo.org).

The form is available for download on the IB public website at <http://www.ibo.org/accessandadvancement/ibgrants/>. Please refer to the website for submission deadlines.

## Publications

### PYP publications

- *How to use the PYP planner* (November 2012)  
Developed to consolidate the information available in PYP publications regarding the use of the PYP planner. It comes with a video and can be viewed by sections of the PYP planner.
- *ICT samples* (March 2013)  
New school samples showing how schools have developed acceptable user policy for lower and upper primary were added to the HTML version of the *Role of ICT in the PYP* (June 2011).
- *Language scope and sequence case studies* (January 2013)  
Case studies on how schools have adopted or adapted the *Language scope and sequence* (2009).
- *Assessment in the PYP: Annotated samples* (May 2013)  
This publication builds on the assessment processes identified in *Making the PYP happen: A curriculum framework for international primary education* (2009) and is intended to support schools in developing effective assessment practices in the PYP.
- *Sample units of inquiry: Who we are, Visual arts, and Physical education* (September 2013)  
These are additional sample units of inquiry for the transdisciplinary theme "Who we are" and stand-alone units on arts (visual arts) and PE (physical education). These new samples are taken from classes with students aged between 5 and 7 years old.
- *Sample units of inquiry: Mathematics* (September 2013)  
This unit intends to support teachers in developing and documenting units of inquiry from their own school's programme of inquiry, as well as single-subject inquiries. It is taught simultaneously across two grade levels with students aged between 5 and 9 years old.
- *Early years in the PYP: Educators' perspectives* (end of 2013)  
A resource for educators highlighting some features of early years development and learning in the PYP framework.

To receive updates on when the upcoming publications are actually available on the OCC, please subscribe to the PYP academic blog (<http://blogs.ibo.org/pyp/>).

## Publications in access languages

### PYP publications

Title	Language versions available
<i>Making the PYP happen: A curriculum framework for international primary education</i>	Arabic, Bahasa Indonesia, Chinese, Turkish
<i>Making the PYP happen: Pedagogical leadership in a PYP school</i>	Arabic, Bahasa Indonesia, Chinese, Turkish
<i>Exhibition guidelines</i>	Arabic, Bahasa Indonesia, Chinese, Turkish
<i>Developing a transdisciplinary programme of inquiry</i>	Arabic, Bahasa Indonesia, Chinese, Turkish
<i>The Primary Years Programme as a model of transdisciplinary learning</i>	Arabic, Bahasa Indonesia, Chinese
<i>The Primary Years Programme inquiry rubric</i>	Arabic, Chinese, Turkish
<i>PYP planner template</i>	Bahasa Indonesia
<i>PYP transdisciplinary themes poster set (available from the IB store)</i>	Arabic, Chinese
<i>Introduction to the PYP scope and sequences</i>	Bahasa Indonesia
<i>Language scope and sequence</i>	Arabic
<i>Science scope and sequence</i>	Arabic
<i>Mathematics scope and sequence</i>	Arabic
<i>Social studies scope and sequence</i>	Arabic
<i>The role of ICT in the PYP</i>	Arabic
<i>The Primary Years Programme: A basis for practice</i>	Arabic, Bahasa Indonesia, Chinese
<i>History of the Primary Years Programme</i>	Arabic, Chinese

## Cross-programme publications

Title	Language versions available
<i>Programme standards and practices</i>	Arabic, Bahasa Indonesia, Chinese
<i>Guidelines for developing a school language policy</i>	Arabic, Bahasa Indonesia, Chinese, Turkish
<i>Learning in a language other than mother tongue in IB programmes</i>	Arabic, Chinese
<i>Language and learning in IB programmes</i>	Arabic, Chinese
<i>Continuum learning stories:</i> <i>International School of Manila</i> <i>Vienna International School</i> <i>International School of Amsterdam</i> <i>International School of Belgrade</i>	Arabic, Chinese Arabic, Chinese Arabic, Chinese Arabic, Chinese
<i>Learning diversity in the International Baccalaureate programme/Special Education Needs within the IB programmes</i>	Chinese

The translation of these materials into Arabic has been made possible thanks to the donation from the King Faisal Foundation.

The translation of these materials into Chinese has been made possible thanks to the donation from Emily Ngan.

The translation of these materials into Turkish was possible thanks to the donation from the Enka Foundation.

In addition, the following bilingual glossaries of programme terminology have also been revised.

- English–Spanish glossary
- English–French glossary
- English–Chinese glossary
- English–Arabic glossary
- English–Turkish glossary
- English–Bahasa Indonesia glossary

The revisions include the following features.

- All glossaries include a new section on language and learning.
- Terms are aligned with the terminology appearing in the most recent programme publications.

If you have any queries or feedback regarding these glossaries, please contact the Language Services department at [language.services@ibo.org](mailto:language.services@ibo.org).

## PYP publications at the IB store

### ***Ten Tales From Different Cultures***

This exciting and beautifully illustrated new fiction series of stories for PYP students is based on ten folk tales from cultures around the world. Captivating illustrations enhance the stories and the supporting teacher notes (available to download for free) include references that align the stories to the PYP curriculum plus practical suggestions for teaching activities. You can find them as a set, or individually, at the IB store: <http://store.ibo.org/>.

### ***Did You Ever Wonder?***

#### *Fostering Curiosity Here, There and Everywhere*

Written for educators of all types—including parents, grandparents, teachers and child care providers—this book contains practical ideas, experiences and suggestions for nurturing children's curiosity and critical thinking beyond the classroom. John Barell (author of *Why Are School Buses Always Yellow?*) shows how curiosity can be drawn out and maximized for learning in a variety of situations, whether it is at a museum, during an after-school sports game, while exploring nature or in front of a home computer.

### ***Ways to Learn Through Inquiry***

#### *Guiding Children to Deeper Understanding*

In case you missed earlier notifications about this popular book (also available as an e-book) published in 2012, please find the key information below.

Playing, building, dancing, exploring resources—these are just some of the many ways that young children can learn through inquiry. Drawing upon her experience in PYP classrooms, Jo Fahey illustrates a myriad of practical, authentic, research-based ways to engage and guide children aged 3–8 years in active inquiry.

The author charts how the understanding of inquiry has evolved since the inception of the PYP and then offers a rich range of classroom-proven engagements to inspire young children to inquire and take action.

The chapters contain:

- vivid examples from real PYP units of inquiry
- at-a-glance strategies for teaching, sharing and assessing
- photographs of teaching and learning in action
- dialogues of classroom interactions
- samples of children's work
- references to significant research and theories.

You can find all these titles at the IB store: <http://store.ibo.org/>.

## New IB documents

### *What is an IB education?*

The document *What is an IB education?* has been updated and is available on the OCC at <http://occ.ibo.org>. It communicates the ideals and principles that underpin and drive an IB education. These include:

- the revised learner profile
- the four new programme models
- details of the teaching and learning cycle
- information about the development of multilingualism, intercultural awareness and global engagement
- an explanation of significant content.

All of these support the IB's commitment to creating a collaborative, global community united by a mission to make a better world through education. *What is an IB education?* is intended to inform curriculum development in all programmes.

## Professional development (PD)

### PYP workshops

The number of high quality professional development offerings for PYP educators and the high participation levels in these workshops is a testimony to the engagement of the PYP community. The new *IB Workshops and Resources 2012–2013 Catalogue* is available at <http://ecatalogue.ibo.org>. Have a look and discover some of the more recently developed workshops.

- Education for international-mindedness
- Digital citizenship
- Inquiry and music
- Inquiry and the additional language teacher
- Bilingual and multilingual teaching and learning
- Connecting the PYP to the MYP
- Flipping classrooms

The IB always welcomes ideas for innovative workshops; in fact, almost all new workshops are developed in response to stakeholder feedback from IB educators. If you would like to submit a proposal to develop a category 3 workshop, please visit our website to download the form at <https://www.ibo.org/programmes/pd/>. If you would like to discuss your idea or offer feedback on PYP professional development experiences, please contact Sue Richards, Global Head of Professional Development, PYP at [sue.richards@ibo.org](mailto:sue.richards@ibo.org).

IB educators have expressed the need for workshops for additional language teachers. This information drove the development of the language workshops listed above, which address issues around mother tongue; additional languages;

planning for inquiry about language and through language; strategies on how the additional language teacher can work with the classroom units of inquiry and through the programme of inquiry.

In addition, online PD is developing a series of webinars on topics of interest to PYP teachers. "Cycles of Language Learning" and "PYP to MYP mapping the additional language skills" were launched in October. Webinars are short, approximately 1.5 hours of live contact with an expert. They include a short explanation by the expert and then an opportunity to ask questions. If you have an idea that the IB could develop into a webinar, please contact [pyp.pd@ibo.org](mailto:pyp.pd@ibo.org). The webinars on science experiments, extension mathematics, children's literature, inclusive education (special needs) policy and language policy will be repeated this year. Additional webinars are planned on further aspects of science and mathematics relevant to the PYP.

### Workshops to address state standards

Many PYP schools are required to address very specific national or state standards. The PD team, along with national experts, have been checking to see that workshops support teachers, particularly in the USA and Australia, as they adapt to their new national curriculum standards. Three key PYP workshops mentioned below are particularly important in addressing this issue. Participants in these workshops will be encouraged to construct their understandings in the context of their state, provincial or national standards.

- Reading and writing through inquiry
- Role of language
- Transdisciplinary learning

### PYP workshop categories

- **Category 1 workshops** are for teachers new to the PYP. These workshops are open to IB and non-IB teachers.
- **Category 2 workshops** address specific standards and practices, and develop depth for implementing the programme. They are recommended only for teachers in IB schools.
- **Category 3 workshops** offer opportunities to explore new areas of teaching and learning that enhance the PYP. They are open to IB and non-IB teachers.

## Online professional development

The Online Professional Development team is based at the IB Global Centres in The Hague and Bethesda.

Online workshops take place in a protected, virtual learning environment and range from a category 1 introductory workshop for teachers who are new to the PYP, to category 2 and 3 workshops for more experienced IB and non-IB educators.

As workshop participants may be from all regions and time zones, IB online workshops are designed to be accessed asynchronously (available 24 hours a day) and include a mix of individual and collaborative activities that must be completed during each week. Each workshop is facilitated by an experienced IB practitioner who has also received comprehensive IB online facilitator training.

To find out more information about online workshops for the PYP or to register, visit <https://www.ibo.org/events/workshops>.

## IB educator certificates

The IB offers two distinct certification experiences in teaching and learning.

Students who pursue the **IB certificate in teaching and learning** examine the principles and practices associated with one of three IB programmes (PYP, MYP and DP). The courses that lead to this certificate shape pre-service, new and experienced educators into reflective practitioners and teacher researchers.

Students who pursue the **IB advanced certificate in teaching and learning research** wish to supplement their existing IB experience with rigorous, systematic investigative work to further their knowledge and experience. Participants delve deeper into curriculum development, pedagogy and assessment through exploring relevant literature and their own IB practices.

### Make an impact

When educators pursue IB certification, they gain a rich learning experience, ongoing professional development and the flexibility to follow a learning model that best fits their career path. By undertaking a course of study with an IB-recognized university, educators will:

- improve the quality of their classroom teaching
- demonstrate their deep understanding of, and engagement in, student learning
- increase their access to teaching jobs worldwide
- interact with leading academics
- demonstrate their commitment to continuous self-improvement and lifelong learning
- establish a strong peer network for research and publishing consultation and collaboration.

In addition, the IB offers two distinct IB certification experiences in leadership development.

1. The **IB certificate in leadership practice** is designed for aspiring educators and administrators who want to improve their leadership capabilities or career goals in an IB context. Participants develop and refine their ability to take on leadership responsibilities and understand their role in guiding a school through IB authorisation and implementation.

2. The **IB advanced certificate in leadership research** uses rigorous investigative work to give experienced leaders a more profound understanding of IB leadership responsibilities and capabilities. It includes research within the context of IB leadership as well as deep reflection on personal leadership practice.

To find out more about these certificates and the universities that offer them, visit [www.ibo.org/programmes/pd/university-certificates](http://www.ibo.org/programmes/pd/university-certificates) or email [pd.pathways@ibo.org](mailto:pd.pathways@ibo.org).

## Research

### Programme impact

The research department has recently released a study exploring the impact of IB programmes. The study, *A critical analysis of the International Baccalaureate Primary Years Programme in India*, was developed by the faculty of Education and Psychology, Maharaja Sayajirao University of Baroda, India. This project uses a number of tools to document and examine the impact of PYP adoption and implementation on learning, teaching and schooling in India. The mixed methods project included input from administrators, teachers, students and parents to explore how and to what extent the uptake of the PYP contributes to school culture, pedagogical practice and learning outcomes for students and teachers alike. You can find the full study as well as a brief summary and other studies on the impact of the PYP at: <http://www.ibo.org/research/policy/programmevalidation/pyp/>.

Moreover, the IB has created a brief information sheet which highlights key findings from research on the impact of the PYP. Included studies examine student achievement, programme implementation, teacher perceptions and non-academic outcomes. You can find this resource at <http://www.ibo.org/research/resources/> (under "Key Findings"), and it is available in English, French and Spanish.

In addition to the above, two projects currently underway should be available this year:

- Science literacy in the PYP: Australian NAP-SL (National Sample Assessment in Science Literacy) outcomes
- The IB Continuum: Student, Teacher and School Outcomes

These and all PYP programme impact studies conducted or commissioned by the IB research department can be found on the IB's public website at: <http://www.ibo.org/research/policy/programmevalidation/pyp/>

### Research programme development

A number of research papers on topics of interest to PYP educators have recently been published to the cross-programme publications section of the OCC (<http://occ.ibo.org>) and to the IB public website in English, French and Spanish (<http://www.ibo.org/research/programmedevelopment/programmedevstudies/>).



- *How schools evaluate the success of the International Baccalaureate Primary Years Programme (PYP)* by Peggy Kong and Jill Sperandio
- *Primary education: A literature review* by Tony Eade

In addition to the above, there are two projects currently underway that will be made available to the PYP community this year.

- Assessment for learning in the PYP
- Additional language teaching and learning in the PYP

## Resource for International Education Research

The research team welcomes you to join a recently revitalized education resource. The International Education Research Database (IERD) allows users to learn more about the field of international education research, much of which relates to the IB's core work around the world. The IERD is a free online resource for students, researchers, teachers and others interested in all aspects of international education. As the IERD is a referencing resource, rather than an online library, it does not contain the actual full text of publications. In many instances, however, a link is provided to the full text or to the publisher's website. You can find IERD at <https://ibdocs.ibo.org/research/>.

The IERD can be a highly useful tool when searching for information on international education, various aspects of the learner profile, the IB and international schools. The IERD offers references for historical and the latest education research. While the IB research team continually updates this resource, users are highly encouraged to submit new references to add to the IERD's reach and utility. To access the IERD and/or to add new references, please register first at [https://ibdocs.ibo.org/research/reg\\_form.php](https://ibdocs.ibo.org/research/reg_form.php). This is a quick and free process. We hope that you will benefit from, and contribute to, this rich knowledge resource. If you have any questions or would like assistance with using the IERD, please contact the research team at [research@ibo.org](mailto:research@ibo.org).

## Jeff Thompson Research Award

IB Global Research would like to congratulate our latest JTA winners: Rebekah Kim Bush, Melissa McDonald, Myriam Monopoli, Angela Mary Steinmann and Asma Syed.

Applications are accepted two times per year. Upcoming application deadlines are 31 March 2014. The IB is very pleased to be able to support the research of IB practitioners. You can find out more on the award and how to apply at: <http://www.ibo.org/research/resources/jeffthompson/index.cfm>.

## IB Journal of Teaching Practice—call for reviewers

### The IB Journal of Teaching Practice is seeking authors and reviewers with PYP experience!

Many thanks to all who have applied to serve as peer reviewers for the *IB Journal of Teaching Practice*. The journal's editorial staff are still looking for reviewers with expertise in the PYP.

If you have PYP expertise, you are invited to complete the peer reviewer application form available on the journal's website at <http://ibpublishing.ibo.org/journal/public/journals/1/Peerreviewerapplication.pdf>.

Peer reviewers need the following credentials:

- a recognized teaching licence/qualification **or** an IB advanced certificate in teaching and learning (formerly the IB teacher award level 2)
- at least 5 years of teaching or administrative experience in international education (preferably in one or more IB programmes).
- Experience as an IB pedagogical leader (member of the IB educator network, examiner, curriculum developer) **or** an advanced research degree (Ed. D.) **or** published educational research.

Are you an action researcher, reviewer, or educational leader involved in teacher research? Please consider developing your practical investigations and academic work with a global audience in a professional, peer-reviewed publication dedicated to the needs of practitioners in IB World Schools. Full submissions guidelines are available from the journal's website <http://ibpublishing.ibo.org/journal/>.

You can address any questions you may have to [research@ibo.org](mailto:research@ibo.org).

## IB websites

The contents of the following websites are managed and maintained by the PYP Development team in The Hague.

- <http://www.ibo.org/pyp>—the IB PYP public website, which illustrates the PYP curriculum contents including the programme model
- <http://blogs.ibo.org/pyp>—the PYP blog, which gives news and updates from the PYP Development team in The Hague
- <http://blogs.ibo.org/sharingpyp>—the *Sharing PYP practice* blog, which is dedicated to sharing examples of what PYP implementation looks like in IB World Schools and candidate schools
- <http://twitter.com/ibpyp>—Twitter: @ibpyp

- <http://ow.ly/dLvB1>—LinkedIn for IB PYP Educators (a sub-group of the IB)

Besides that, there are four important websites for PYP administrators, coordinators, teachers and heads of schools.

- <http://www.ibo.org>—IB public website, for everyone (please see the “IB public website” section below)
- <https://ibis.ibo.org>—PYP IBIS, for PYP coordinators
- <http://occ.ibo.org>—OCC, for teachers, PYP coordinators and administrators
- <http://globalengage.ibo.org>—Global Engage, which is a website where all members of the community can explore and engage on various themes such as “*Sharing our humanity*”
- <http://store.ibo.org>—IB store, for supplementary resources developed and published by the IB
- <http://ibanswers.ibo.org>—IB Answers, which provides an information service to all IB stakeholders

## IB public website

The public website (<http://www.ibo.org>) is aimed at a broad range of IB stakeholders, including IB World Schools, prospective schools, parents and students, universities, governments, donors, researchers and the media. There are many new and improved features on the site, including:

- user-friendly navigation with easy-to-use drop-down menus
- detailed information about the four IB programmes and the IB Organization in general
- a powerful school search facility with a page for every school
- a powerful site search engine, an A–Z index, and the most widely used features given prominence from the home page
- an online store with shopping cart facilities and online credit card clearance at <http://store.ibo.org>
- dedicated pages for each stakeholder group with links to the information most likely to help them
- a calendar of professional development workshops and conferences with links to online registration
- schools’ jobs service, where schools can advertise teaching posts at their school
- password-protected areas for universities, governments and heads of schools
- a powerful search facility for more than 2,000 universities worldwide with IB recognition policies.

## IBIS

IBIS is a free, password-protected site available to coordinators and administrators in IB World Schools. This service has been developed to give coordinators access to a range of services such as:

- regular updates about the IB
- electronic update of the school’s details
- account management for the OCC
- registration of workshop participants.

IBIS is also available to IB contacts of interested-status schools and coordinators of candidate-status schools. However, the only service available for these schools is registration of workshop participants.

## The OCC

### Coordinators and the OCC

Coordinators have an important role to play in providing access to the OCC for teachers in their schools. Coordinators in IB World Schools can create and delete OCC accounts for staff in their school and have a responsibility to ensure that their school’s OCC accounts are up to date and accurate. For more information on how this can be done, please contact [occ@ibo.org](mailto:occ@ibo.org). Coordinators in candidate schools have OCC access, but the accounts are managed via the OCC staff at the IB Global Centre, Bethesda. Coordinators should also take note of the terms and conditions of use of the OCC and advise their teachers to be aware of them. For OCC support, please email [occ@ibo.org](mailto:occ@ibo.org).

### OCC PYP faculty members

- Paul Schkade, McGraw IB World School, Fort Collins, Colorado, USA
- Claudia Ourthe-Cabale, St Brendan’s School, Uruguay
- Jason Graham, Bandung International School, Indonesia

The OCC PYP faculty members are charged with keeping an eye on the OCC PYP forum and ensuring questions from teachers are answered, initiating discussions and providing guidance. They are also responsible for checking the material in the teacher resource exchange to ensure the material is in line with IB principles and that everything works correctly, for instance that files can be opened and links are active.

## IB store

PYP publications may also be purchased from the IB store. The *scope and sequence* documents are sold as a suite of documents and are no longer available to purchase individually. Visit the IB store for more information on our products and services at <http://store.ibo.org> or contact our customer service team at [sales@ibo.org](mailto:sales@ibo.org).

## IB Answers

Launched in 2011, IB Answers provides an information service to all IB stakeholders. IB staff answer queries 24 hours a day, Monday to Friday. Assistance is provided in English, Spanish and French.

IB Answers features a web presence and a telephone help desk. The aim is to ensure that all users receive accurate responses in a prompt manner each time they contact IB Answers. Specially trained staff are equipped to handle inquiries or to manage a smooth escalation to the relevant IB staff expert.

Frequently asked questions on a wide range of topics are available on the IB Answers website at <http://ibanswers.ibo.org>. Questions can be submitted via the website, by emailing [ibid@ibo.org](mailto:ibid@ibo.org) or by telephone:

UK: + 44 29 2054 7740

Geneva: + 41 22 309 2515

Singapore: + 65 6579 5055

US: + 1 301 202 3025

The Hague: + 31 70 352 6055

Buenos Aires: + 54 11 6090 8625

Post: IB Answers, International Baccalaureate Organization, Peterson House, Malthouse Avenue, Cardiff Gate, Cardiff, Wales GB, CF23 8GL, United Kingdom. IBIS account queries or problems should also be directed to [ibid@ibo.org](mailto:ibid@ibo.org).

For further information and news in other IB programmes, please subscribe to the IB newsletters: [www.ibo.org/newsletter](http://www.ibo.org/newsletter).