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approaches to learning skills ib pyp inquiry based learning inquiry cycle learning inquiry project based learning inquiry project based learning inquiry cycle? Well, basically it is a marvellous journey that you take alongside your students, allowing a common language into exploration. Let's dive in and unpack it together. Concept-based inquiry is at the heart of the IB PYP pedagogy and the process of learning is what's most important for your students. It provides a powerful framework for cultivating curiosity in our classrooms. When we talk about inquiry, we're talking about active learning; empowering our students to BE thinkers, questioners, explorers, communicators. However, PYP schools are probably most familiar with Kath Murdoch's inquiry cycle. In today's post, we'll explore the fundamental stages of the process of inquiry and I'll offer practical tips to help you create an environment where curiosity thrives and students take ownership of their learning journey. Form & Function: What is the Cycle of Inquiry? The inquiry cycle is a dynamic process that takes your learners through phases of exploration, investigation, and reflection. It does NOT happen in a neat, linear fashion; it's organic, messy, and reflective of how real learning works: More like a web than a cycle, really. As teacher-facilitators, our role is to guide students through these stages, going back and forth where it happens naturally and making sure they're thinking critically, reflecting, and applying what they learn. Kath Murdoch, breaks the process of learning through inquiry into distinct stages: Tuning In, Finding Out, Sorting Out each part of the process that count. Connecting the Skills Throughout the Inquiry Process Each of these ATL skills and when done well, leads to a deep, meaningful understanding of the world. We can and should absolutely connect the ATL skills within each stage of the process. I created these ATL skills cards, seen above, to correlate with each stage of the inquiry process. Of course, the skills can and will overlap and interconnect. I wanted my students to be able to identify which of the skills they were developing and working with as we progressed through the learning journey. Why? This awareness was going to really bring authenticity to our co-constructing of success criteria and build upon meaningful reflection and self-assessment. The example above was designed for lower grades. I have a set for big kids too. 1. Tuning In: Excite & Engage! This is where the magic begins! Tuning in is all about getting students curious and engaged. During this stage, we're helping learners connect to what they already know, enabling us to gauge prior knowledge and understanding at the same time. And this is the point where they begin asking questions. One of the most powerful tools at this stage is a strong provocation—something to make students think, "Yes, I know this much and wow, I want to know more about this!" Educator Tip: Don't be afraid to go big with provocations! A powerful image, a thought-provoking video or an interesting artefact or experience can ignite students' curiosity. It can even be a wee bit controversial. Encourage them to share what they wonder, their curiosity. It can even be a wee bit controversial. wonder and the art of the provocation in this blog article. If we are inquiry teachers, facilitating a student-led inquiry process, then it makes absolute sense that we have to be able to teach the children the art of questioning. Questions are, after all, the beginning of each and every inquiry. The chart below is a fantastic visual for teaching children how to develop and assess their own higher level questions. And question starters are an effective way to differentiate learning as your young inquirers learn how to ask concept-based questions. I created these specified concept-based questions. I created these specified concept-based questions starters are an effective way to differentiate learning as your young inquirers learn how to ask concept-based questions. Win! You can link to this article for more ideas for developing thinkers and inquirers. 2. Finding Out: Building Knowledge Now that we have their curiosity, it's time for students to dive into finding out. This stage is where they gather information and start answering some of their initial questions. It's also the stage where students learn how to research. Whether it's through reading, observing, interviewing, or hands-on exploration, this phase is about building a strong knowledge base. Educator Tip: Equip students with a variety of research tools. Let them experiment with books, articles, videos, and even experts they can interview. Scaffold research by teaching your students how to find reliable sources and organise their findings. What's the difference between primary and secondary sources? Why does it matter? Model note-taking strategies and encourage students to share discoveries with each other as they go. Collaboration makes this stage even more exciting! I created resources specifically to support my grades 3,4 & 5 with options for note-taking, support different learning styles. By providing structure and options, we are honouring agency and differentiating to meet the needs of all our learners. You can find many resources for developing research skills for all ages in my store. Take a look here. 3. Sorting Out: Making Sense of Learning At this stage, students begin to organize and make sense of all the information they've gathered. It's where they start to see patterns, connections, and relationships between ideas. This is a critical thinking stage where students need to categorize, compare, and evaluate what they've learned so far. Educator Tip: Sorting out is where thinking stage where students need to categorize, compare, and evaluate what they've learned so far. strategies to help students process their learning. Examples: "What makes you say that?" "First thoughts/Second thoughts" Question, Quote, Sketch, Summary Graphic organisers, concept maps, or even collaborative group discussions can aid in sorting and clarifying information. As your students are learning to think critically, analysing the information from their learning experiences, the ATL thinking skills come into their realm within this stage of the inquiry and explicit teaching of those skills brings authentic practice to life. Lower Grades: Going Deeper with SEE THINK WONDER Thinking Skills SEE THINK WONDER Thinking skills come into their realm within this stage of the inquiry and explicit teaching of those skills brings authentic practice to life. Kids Thinking Skills Posters: Understanding Metacognition 4. Going Further: Deepening Understanding Inquiry isn't just about surface-level understanding. In the "Going Further" stage, students dive deeper into their learning. They might explore subtopics, investigate related issues, or look at different perspectives. This is where they can really take ownership of their learning journey by choosing areas of personal interest to explore further. Educator Tip: Give students freedom to follow their interests at this stage. Independent inquiries, passion projects, or student-driven research can provide opportunities for deeper learning. You can also encourage them to work in groups and collaborate on shared interests. 5. Making Conclusions: Reflecting, Synthesising & Putting It All Together Once students have gathered and organized their information, it's time to reflect and draw conclusions. This is a reflective stage where students synthesize their learning and form their own understanding. What new insights have they gained? What do they believe about the topic now? Educator Tip: Reflection is key here. Give students time and space to think deeply about what they've learned, but to think about believe about the topic now? Educator Tip: Reflection is key here. Give students time and space to think about the topic now? how their understanding has changed. Assessment & Reflection Tools: I have a collection of PYP teaching tools to support this reflective thinking stage. These focus on a practice of inclusive assessment and are fabulous for addressing conceptual understanding as well as skills development. Exactly what we want within a transdisciplinary inquiry. I've listed some of the most popular resources below: Lower Grades: Upper Grades: Upper Grades: Reflection & Assessment Concept Task Cards If you'd like more practical ideas for getting the kids actively involved in assessment and reflection, head over to this blog Assessment: Strategies for Getting the Kids Involved. 6. Taking Action: Empowering Students to Make a Difference Inquiry doesn't stop at understanding—it's about taking action! This is where students apply their learning in real-world contexts, whether that's by advocating for a cause, raising awareness, or solving a problem in their community. Taking action is the ultimate goal of inquiry because it empowers students to use their knowledge to make a difference. Read the blog Inspiring Student Led Action for more ideas. Educator Tip: Encourage students in identifying ways they can make positive change, whether it's through a class project, a community service activity, or even sharing their learning with others. You can find reference posters to support your students as they learn what taking action might LOOK-SOUND-FEEL-ACT like. The Power of Reflection in Every Stage One of the most important aspects of inquiry is reflection and within the PYP we pause to reflect throughout the inquiry. At each stage of the cycle, students should be reflecting on their learning—what didn't, and what they're curious about next. This is how inquiry becomes a lifelong habit, where students learn to think critically, solve problems, and continuously ask questions about the world around them. Educator Tip: Build regular reflection into your inquiry practice. Simple strategies like exit tickets, think-pair-share, or student-led conferences are excellent ways to foster reflection. Help students see the value in thinking about their thinking (metacognition) as they move through the inquiry process. Bringing It All Together Inquiry-based learning is about more than just answering questions—it's about nurturing a mindset of curiosity, reflection, and action. Regardless of which inquiry isn't a straight line. It's messy, it's dynamic, and it's deeply personal for each learner. But when you give your students the tools and the freedom to explore, you create a classroom where authentic learning happens, and students the tools and the freedom to explore, you create a classroom where authentic learning happens, and students the tools and the freedom to explore, you create a classroom where authentic learning happens, and students the tools and the freedom to explore, you create a classroom where authentic learning happens, and students the tools and the freedom to explore, you create a classroom where authentic learning happens, and students become lifelong inquirers. embrace the messiness of inquiry. let your students ask big questions, dive into their interests, be flexible enough to step away from your planner take action on the issues that matter to them. P.S. If you are looking for more in-depth support with the process of concept-based inquiry, you will absolutely want to dive into my online course, Essentials for Inquiry. Take a peek and reach out with any questions. Throughout my nearly 20 years in the PYP, I've learned to be fairly comfortable with cognitive discovered the theory and coined the term. "Festinger's (1957) cognitive dissonance theory suggests that we have an inner drive to hold all our attitudes and behavior in harmony and avoid disharmony (or dissonance)." Whether it has been learning from old souls or young minds, examining the different iterations of Making the PYP Happen or the new From Principles To Practice, or moving beyond my past passion for action to my new love for agency, it seems like I've never been free of dissonance on this cognitive and idealistic journey. A Personal Framework for Curriculum PlanningRecently, this journey has shifted, somewhat, due to my preference for a new planning framework based on the work of Michael Halliday. According to Halliday, children's language develops through learning language, learning about language and learning through language model could be applied across subject areas to learn holistically about knowledge, understandings, skills, and dispositions of any subject within various contexts. This led me to consider the role of apprenticing children, through inquiry, to be young users of these elements in similar ways to adult experts in the field. Children learn to be scientists, historians, authors, and so on. They also learn to be interdisciplinary and transdisciplinary users of these elements as they learn through contexts of inquiry into local and global issues. As a result, my framework to curriculum planning, shared during Toddle's PYP Boot Camp, allows for learning through disciplinary, interdisciplinary, and transdisciplinary, interdisciplinary into local and global issues. (intermediate) unit for Toddle Community, I was excited at the chance to fully apply my framework to the PYP planning template. Still yet, this was my first chance in a long time to go through the complete process, so I did worry. That was an interesting feeling because I've planned with PYP templates and planning processes for years and I've spent the past few years learning more and more about my own framework. As a result, I approached this opportunity with a little hesitation as I tried to integrate these new ideas into my age-old PYP toolkit. I wondered what I would continue to use in that toolkit and what might need to change. I felt dissonance and it wasn't always comfortable, but I couldn't pass up this opportunity to try out this integration. Continuity and change after reviewing the Next Generation some possible content. I liked the connection that force and balance had to these ideas. My next step was to visualize this through concepts. I also noticed the importance that balance might play in this unit and how force was key initially lacked was a context, or a "why," related to this study. Exploring the Indiana Academic Standards for Social Studies, I thought that development would give me an additional conceptual lens and context to begin creating opportunities for transdisciplinary learning. Once I made this connection, then additional ones to literacy and personal social, and physical education became evident. In full transparency, I recognize how the absence of any sort of scope and sequence in my unit development may have supported my imagination for what this unit could be. In contrast, I also recognize how much knowledge of these systems I have developed over my career and that these are generally upper elementary concepts in most systems. Nevertheless, I was on my way now. Check out Chad's Upper Primary Where We Are in Place and Time Unit on Toddle Community! Using the Framework? If so, then can I transfer them easily and meaningfully into the PYP planning process template on the Toddle platform? I started with the "Learning about" section since I had many of the concepts and new relationships and new concepts, I added them. I used Lynn Erickson's recommendation of six to ten before I moved on to the "Learning through" section next and ending with the experts and their skills and dispositions. This may be a personal preference and I am not suggesting that there are not other sequences to follow in this process. My final step was creating a potential central idea at the intersection of learning to be, about, and through that allowed me to envision a common thread that would flow through the unit. Cross-checkingI wanted to do a cross check to see if I could see the integrated links between these sections. I decided to use three colors of highlighters to help me see connections from one section to another. This gave me comfort that the idea of integration was represented from Halliday's original perspective. The Evolution of My ThinkingThis was my first experience using the Toddle platform. I had admired its sleek appearance and attention to detail to the PYP collaborative planning process. The connectedness of the sections of the planning template and between the work of the teacher with the students and parents influenced my appreciation for what it was able to provide to PYP schools in our global community. Any worries that I held were not with the tool, but whether I could produce the product that I had promised and envisioned. I was able to move from my framework to the PYP planning template very easily. I consider myself to be very reflective, so I couldn't help but notice how easily, or not, I was able to move information into each section of the template. I quickly recorded my concepts, transdisciplinary theme, subjects, central idea, learner profile attributes, and approaches to learning in their appropriate section. I had to pause and think about the best place to record the conceptual understandings and chose to list them as part of the learning goals and success criteria. Toddle made it so easy to continue to approach the planner in a non-linear manner. The linked outline of the planner on the side meant that recording my next thought was really nice because I tend to bounce around, a lot!Self-imposed RestrictionsOne thing that generated serious reflection was how I was often going against my normal habits and directives to planning. As an instructional coach and former school PYP coordinator, I have given a terabyte of guidance, in regards to lists, is to include no more than two to three. This went out the window real fast. For example, in thinking about the unit's related concepts. I knew there wasn't a requirement for the maximum number, like there is for key concepts. I always told people to limit the number of related concepts. I always told people to limit the number of related concepts to promote depth over coverage. listed to really imagine all that this unit could be. Any restrictions now could seriously jeopardize what is possible. In reflection, I was in horror over how much angst I may have potentially caused over the years due to my self-imposed restrictions just when teachers' brains are getting warmed up. Check out Chad's Upper Primary Where We Are in Place and Time Unit on Toddle Community! Opportunities for ReflectionI loved how Toddle provided me opportunities to explain my thinking with the "Add reflection" link and the information boxes for the key concepts. In the PYP, I've generally relegated reflection to use during and after the teaching of a unit. I thought this feature of Toddle really improved the connections that I could make between elements and promoted depth of thinking. Purposeful Questions over the years, I have developed confidence in crafting teacher questions that will help guide the inquiry. Through my work with the MYP, I've come to like their inclusion of creating factual, conceptual, and debatable questions, so I've adopted that practice when I build PYP units of inquiry. Based on what I've learned over the years, I derive all of my questions that focus on the relationship between two or more concepts. These factual and conceptual questions will be instrumental in the planning process as I craft learning experiences that will provide opportunities to explore these questions, especially throughout the early weeks of the unit. Finally, I design debatable questions that can serve as initial provocations and then be revisited later in the unit of inquiry. For this unit, I introduce each of the debatable questions within the first two weeks and then come back to them at least a few weeks later to see how the unit's learning experiences have affected the thinking of the children. As teachers, we must be intentional in the unit design process so that we can provide evidence of each child's ever-evolving thinking and understanding. Going Solo is ChallengingThe final thing that really stood out this time was the essential nature of collaboration to curriculum planning. With my years of experience, I felt comfortable with so many key elements of the PYP planning process. I know that the pre-thinking I was able to accomplish by integrating my framework also supported much of this work. Interestingly enough, the challenge of going solo really hit me when I started to develop the learning experiences. I immediately recognized that in collaborative planning, I'm either that teacher that builds off of the thinking of others or puts out the initial idea for others to further develop. It seemed nearly impossible to do both. I also pride myself in being the type of teacher that can collaboratively develop or negotiate learning experiences with students. Being solo, I hit numerous road blocks. I couldn't continue in this manner, so I had to reach out to my friends and colleagues. First, I called a PYP coordinator in my district, Mrs. Anat Pinsky. She provided me with a choice board that she recently developed for her 5th grade teachers. Next, I contacted an educator friend in Texas. Mrs. Natalie Dhanoolal Rubio loves teaching and learning about a unit that evolved from scientific concepts. She helped me go deeper with the "Leave or Stay" problem-based learning scenarios. After hitting my initial roadblocks and experiencing the liberating power of collaborating with others, I'm not sure how teachers in small schools do it when they are the only teacher in a grade level. It must be so challenging! I was surprised at how much continuity and change became a part of this unit and its development process. I feel like I have created a product that is meaningful and I am hopeful that others find it to be a resource worth using. To anyone using the 'We are Meandering Streams' unit on Community, please adapt it and make it your own. Although I know it will be a helpful starting point to many, please know that no one can create a unit that can be relevant in all contexts. Use the power of collaboration with your teachers and students to design something a bit more perfect for your school.Catch the complete recording of Chad's Toddle Talks webinar here.SourcesMcLeod, S. A. (2018, February 05). Cognitive dissonance. Simply Psychology. M. 1985. Three aspects of children's language development: Learning. language, learning through language, learning about language. Sydney, NSW, Australia. University of Sydney, Department of Linguistics. Unpublished manuscript.IBO. 2009. Making the PYP happen: A curriculum framework for international primary education. Cardiff, Wales. International Baccalaureate Organization. P.14. Music While prior music experience is strongly recommended for those students who opt for Higher Level (HL), it is not mandatory for Standard Level (SL). The course provides an appropriate foundation for further study in music at university level or in other music career pathways. It is designed to offer students the opportunities to build on prior experiences in music while encouraging a broad approach to the subject and developing new skills, techniques and ideas. The course also aims at developing the student's potential as musicians, either as a soloist or in ensembles, and as composers and creators of music. performance and developing of performance skills highly. We offer Music HL & SL. Visual Arts This course is designed to provide students with an authentic approach to the Visual Arts This course is designed to provide students, the exhibition text, curatorial rationale, hanging and placement are just a few that will challenge the student through planning and much discussion. The Curatorial Rationale component of the programme is expected of both Higher Level (HL) and Standard (SL) students. HL students are required to submit 700 words and the SL students 400 words that help to justify the inclusion of such work in their final exhibition. The Exhibition requires work that is chosen from a list of possible media to work from. Basically two dimensional, and digital work are all possibilities for students at the HL and SL to experiment with. SL students are expected to submit 4-7 resolved pieces while HL students need 8-11 pieces. The Comparative Study is a component that is required of both the HL and SL students are required to submit 10-15 digital screens. In addition to the screens, higher level students are required to submit 10-15 digital screens. also need to submit a piece that was influenced by one of the artists chosen for the study along with 3-5 screens that help to show evidence related to a very structured and defined set of criteria that the IB has laid out Again the number of screens required, differs according to the level as tudent has registered for. 13-25 digital screens are required at the higher level and 9-18 digital screens for the standard level. In addition to the very specific material needed for achievement, the Visual arts students should come prepared to spend class time as well as leisure time exploring ideas and concepts. This approach will help each student to gain an authentic concept of the visual arts as an area of study and will help to prepare them for what is to come at the university level of education. We offer Visual Arts HL & SL. Theatre The IB Diploma Programme theatre course is a multifaceted theatre-making course. It gives students the opportunity to make theatre as creators, designers, directors, and performers. It emphasizes the importance of working both individually and as part of an ensemble. It offers the opportunity to engage actively in the creative process of inquiring, developing, presenting, and evaluating. and imaginative artists, transforming ideas into action and communicating these to an audience. Theatre students learn to apply research and physical engagement. They understand that knowledge resides in the body and that research can be conducted physically through both action and practice. In this respect, the theatre course encourages students to appreciate that through the processes of researching, presenting, and critically reflecting on theatre—as participants and spectators—they gain a richer understanding of themselves, their community, and the world Through the study of theatre, students strengthen their awareness of their own personal and culture and promotes, developing an appreciation of the diversity of theatre practices, their processes, and their modes of presentation. This enables students to discover and engage with different forms of theatre across time, place, and culture and promotes of their own personal and culture across time, place and promotes of the diversity of theatre across time, place and promotes of their own personal and culture across time, place and promotes of the diversity of theatre across time, place across time across ti international-mindedness. Participation in the DP theatre course results in the development of both theatre and life skills; the building of confidence, imagination, creativity, and a collaborative mindset. We offer Theatre HL & SL. Those who are new to an inquiry-based education like the International Baccalaureate (IB) Primary Years Programme (PYP)* often have questions such as "what is inquiry?" and "what does inquiry look like?" Many schools and teaching communities around the world of inquiry-based teaching and learning. Teachers at INTL* had the great fortune to welcome Kath Murdoch (a very well-respected Australian education consultant, author, and educator) in 2017 for a full day of professional development. Since then, teachers and students alike have embarked on a shared journey as they co-construct experiences, meaning and learning through inquiry. Inquiry is not a one-off moment in learning. It is not a separate or specific part of learning, but is rather the approach and lens through which we view all forms and facets of learning. Inquiry is a process, a flexible framework that is cyclical yet not linear, where the phase of tuning in (see below, along with other inquiry phases) is continually revisited as new questions arise, misconceptions are explored and interests are expressed. Tuning In Teachers tune in to students' thinking and activate their prior knowledge; they design tasks that make the students' thinking visible. Students group and regroup numbers exploring their prior knowledge relating to odd and even numbers. reflections on what makes them who they are. Finding Out Learning communities (we consider both teachers and students to be learners) think as researchers and students to be learners) think as researchers and students to be learners) think as researchers and students use authentic materials to explore moon phases, playing and experimenting with shadow and light. Early learners ask questions about communities to gain information from their teachers and share their understandings and interests. Sorting Out Learners analyze, sort, and categorize information, identifying patterns and creating meaning. Students analyze maps making meaning and expressing new understandings. Early learners review photographs and paintings of emotions, looking for patterns and reviewing their thinking on how emotions are expressed in art. Going Further Learners are encouraged to further their inquiry by investigating areas of personal or shared interest. Small groups work collaboratively to create board games expressing their understanding of empires and their structures, taking their learning further and personalising how they evidence their learning. Early learners are provided with time and space to draw conclusions and make connections between ideas and contexts. Students making connections with wind turbines and movement in design, reviewing earlier thinking, modifying and ultimately reflecting on changes in their understanding. Early learners, experimenting with fine motor skills and understanding of colors, making conclusions on color choice and personal expression. Taking Action Learners reflect on their new learning and the implications for personal or shared action. Teachers encourage and empower students to apply their learning about the Roman Empire with their peers, reflecting on how their learning can empower them to understand new contexts relating to ideas of power and change. Young learners show their understanding of interests and abilities through creating Pixie projects in a visual format to share with their peers. *In 2020, the International School of the Peninsula (ISTP) formally changed its name to Silicon Valley International School (INTL) to better reflect its bilingual programme (PYP), the Diploma Programmes: the Primary Years Programme (PYP), the Middle Years Programme (MYP), the Diploma Programme or the Career-related Programme (CP). Candidate status gives no guarantee that authorization will be granted. For further information about the IB and its programmes, visit Tags Guide To an outsider, an inquiry classroom can look, feel, and sound like a mystery. That makes PYP teachers detectives. The entire process, from provocation to action, can sometimes feel sticky, daunting, or just plain confusing. We've created this guide to help you unpack inquiry in the PYP and get resources that can be used independently or with amazing inquiry educators, Cindy Blackburn, Chris Gadbury, Ika Vargas, Joe Amabile, Misty Paterson, Snigdha Baduni, Shamal Merchant, and Shambhavee Sharma to create a toolkit unlike anything you've ever seen. Who is this for and what's inside? 1. For you, the inquirers: Give your junior detectives guides, thinking routines, and classroom displays to document the process of inquiring. 3. For your families, the inquiry community: Make your learning community true partners in solving the inquiry mystery with our plug-and-play workshops. Please note: We designed this guide to be navigated sequentially. That being said, this is your inquiry so feel free to jump around to the sections you find most relevant to your context Updated on May 3, 2023 For you, the inquiry educator Disclaimer: This guide has been produced independently of and not endorsed by the IB. Toddle's resources seek to encourage sharing of perspectives and innovative ideas for classroom teaching & learning. They are not intended to be replacements for official IB guides and publications. Views and opinions expressed by the authors of these resources are personal and should not be construed as official guidance by the IB. Please seek assistance from your school's IB coordinator and/or refer to official B documents before implementing ideas and strategies shared within these resources in your classroom. The International Baccalaureate (IB) has released a major update to the Primary Years Progressions document. This article will unpack what inquiry learning progressions are, highlight the key differences between the new and previous frameworks, and explain why these changes matter for educators, learners, and the future of inquiry-driven learning. ? Inquiry learning progressions are structured, skills-based frameworks that describe how inquiry skills develop and become more sophisticated over time. They are designed for learners aged 5 to 16 and serve as a guide for both educators and students to: Make visible and explicit the skills of effective inquirers Support understanding of learner growth in inquiry skills Provide a model balancing surface and deep cognitive processing Guide feedback, monitoring, and documentation of learning Focus on growth rather than deficits Support learner agency and personalized learning journeys Emphasize inquiry as a continuous learning process These progressions are not tied to specific grade levels or ages. Instead, they recognize that learners develop at different rates and may be at various points on the progression simultaneously. - Sharing the Planet : Natural resources govern sustainability, equity, and interdependence across societies and ecosystems. : The unequa distribution of natural resources The impact of human actions on sustainability Solutions for equitable sharing of resources : Students begin by asking simple factual questions like "Why do some countries have more fresh water?" (surface thinking). As they grow along the progression, they explore causal and evaluative questions such as "How do our choices as consumers affect the availability of resources for others?" This shift supports deeper inquiry, metacognition, and global thinking, reflecting the continuum of skill development. Inquiry-based learning is the cornerstone of the PYP, fostering curiosity, critical thinking, and a lifelong love of learning. The inquiry learning progressions Bridge curriculum, assessment, and pedagogy, supporting intentional planning for inquiry Offer a shared language for inquiry conversations among educators and learners to take ownership of their learning journey. Research shows a shared language for inquiry conversations among educators and learners to take ownership of their learning journey. Research shows a shared language for inquiry conversations among educators and learners to take ownership of their learning journey. that inquiry-based learning can significantly boost student outcomes, including critical thinking, problem-solving, and knowledge retention, making it a vital component of the PYP. : . Grade 4 UOI - How We Express Ourselves Central Idea: People express beliefs and values through the arts and media. : Ways people express ideas creatively Cultural influences on expression Interpretation and response to artistic expression : Some learners may start by identifying different forms of art, while others evaluate how bias is portrayed in media. Teachers use the progression to support differentiated learning pathways. present a personal visual response connected to a cultural value, developing their ability to reflect and take action. : : All PYP subjects now follow a consistent structure, making transdisciplinary learning more coherent and accessible for both teachers and students. that describe what inquiry looks like at various stages of development. : The new guides focus on investigation skills-such as questioning, research, collaboration, and reflection-that are transferable across disciplines, supporting deeper and more connected learning. , : Progression points are not tied to grade levels, allowing learners to move through the progressions at their own pace and according to their individual needs. : The progressions are designed to empower students to take charge of their learning, reflecting the PYP's commitment to student-centered education. : - Transdisciplinary Theme: How We Express Ourselves Central Idea: People use multiple forms of expression to share perspectives and provoke change. Forms and styles of artistic and digital expression in communicating beliefs and values The influence of expression in communicating beliefs and values. digital storytelling and podcasting Inquiry Skills Focus (from 2025 Progressions): Investigating - Formulating and refining questions to guide exploration Communicating - Investigating - Formulating and ideas effectively Reflecting - Analysing how media can impact different audiences Link to Update: This unit demonstrates the unified structure across subjects, where students build a conceptual understanding through consistent skill development (inquiry, reflection, communication) across literacy, arts, and ICT, highlighting coherence in transdisciplinary learning. : - & Transdisciplinary Theme: Sharing the Planet Central Idea: Resource access contributes to the structure, sustainability, and collective well-being of communities. Distribution and consumption of natural resources Equity and access to basic needs Personal and collective responsibilities toward sustainability Transdisciplinary Connections: Math: interpreting data about resource distribution Science: renewable resources Socia Studies: human impact on the environment Inquiry Skills Focus (from 2025 Progressions): Researching - Locating and interpreting diverse sources of information to another Link to Update: This unit exemplifies learning transfer across multiple disciplines and allows learners to progress through flexible, personalized inquiry pathways, as students explore topics at different depths and contribute in diverse ways based on readiness and interest, emphasizing agency and personalized learning journeys. plan, monitor, and support inquiry learning across all subjects. : By focusing on developmental pathways and transferable skills, the updated progressions foster deeper understanding and the ability to apply learning in new contexts. : The flexible, non-age-based approach recognizes that every learner's journey is unique, supporting differentiated instruction and personalized learning goals. : Teachers have clearer tools for curriculum design and assessment, while students gain more agency and ownership over their learning. ? : The new documents are easier to navigate and understand, making them more user-friendly for educators. and how they can move forward, rather than focusing on gaps or deficits. : The shared language and structure support stronger collaboration, and reflection, the new progressions prepare students, and the wider learning community. - : By emphasizing inquiry, investigation, and reflection, the new progressions prepare students for a rapidly changing world, nurturing adaptable, and the wider learning community. critical, and creative thinkers. The April 2025 update to the IB PYP Inquiry Learning Progressions marks a significant step forward in inquiry-based education. By providing clear, developmental pathways for inquiry skills, the new framework empowers educators to design meaningful, personalized learning experiences and supports students in

becoming confident, capable, and curious lifelong learners. For schools and educators, now is the time to explore these new documents, reflect on current practices, and embrace the opportunities that the updated inquiry learning progressions bring to the PYP community. For a deeper dive, educators are encouraged to access the full Inquiry Learning Progressions document via the IB Programme Resource Centre or their MyIB Dashboard. Want to learn more about me or my Platform Inquiry Classroom Visit my websites If you want to join me in my upcoming webinar on " : ," you can register here: