

What Does Learning Look Like in the PYP Early Years?

Move Away From	Move Toward
Predetermined time structures and routines	Flexible timeframes and routines are responsive to the needs of students
Pedagogy that centres around instructional processes for students and is teacher-led	Play that is co-constructed between students and teachers
Repeated large-group experiences as the basis for all learning	Whole-group experiences at pertinent learning moments
Literacy and numeracy experiences that develop set skills through memorization and worksheets	Literacy and numeracy experiences that develop a wide range of playful, inquiry-based explorations into symbolic and representational learning
Development of self-regulation supported through praise and punishment	Development of self-regulation through play, modelling behaviours, language, group games, and music and movement
Units of inquiry comprising pre-determined learning engagements on concepts that are precursors to later learning	Units of inquiry that are iterative and flexible, centring on concepts of significance in the lives of young students
Learning spaces that promote dependence on others: where materials are stored, controlled and accessed by teachers for student	Learning spaces that promote high levels of independence, offering students opportunities to access materials and manage learning
Learning spaces where play is timetabled at specific times for specific purpose	Learning spaces where play and choice are central features of everyday learning
Learning spaces where learning experiences are restricted and timetabled	Flexible learning spaces that provide for many different learning experiences at all times
Learning spaces where students are asked to engage with particular learning tasks at particular times	Learning spaces where students have sustained time to select their learning experiences based on interests and social connections
Assessment that measures pre-determined sets of skills against developmental norms for grouping/ranking purposes	Assessment that monitors and documents students' learning against individual developmental milestones and celebrates achievements at times that are pertinent to individuals
Measuring learning solely by tracking the progress of the group against learning goals	Responding to the individual learning and development journey as well as valuing and recording the learning of the whole group