

PYP Philosophy on Learning

Adopting a **constructivist approach** to learning, the PYP believes children have beliefs and ideas based on their personal experiences and previous learning. The models of learning children have constructed are revised when they come into contact with new experiences that may challenge or extend their previous understanding. New meaning may thus be created.

PYP teachers understand the importance of children's prior knowledge and strive to provide experiences where the students have the chance to **test & revise** models, **make connections** between prior and current learning and allow them to **construct meaning** through hands-on and authentic learning activities.

In the PYP students are continually building meaning and refining their understanding through **structured inquiry**. As students attempt to assimilate their previous understandings in light of new learning experiences, they are involved in **collaboration** and **social acts of communication** with others. As such, inquiry takes place in different ways such as students working independently, with partners or in larger groups.

The PYP follows a **concept-driven curriculum** where students' knowledge, skills and conceptual understandings apply across and beyond the boundaries of traditional subject areas.

The PYP believes students learn best when what they are engaged in learning about something that is **authentically connected to the world** around them. Instead of passively receiving information from teachers, PYP students are given opportunities to **actively engage** with their learning and build on their existing understanding. PYP teachers therefore strive to provide learning engagements that are engaging, relevant, challenging and significant.

(Making the PYP Happen, 2009)