



IB Learning Journey

PYP | MYP | DP: what continues, what transforms, what changes

PRESENTATION FOR STAFF - STUDENTS

Making the Invisible, Visible

Most IB students who struggle, do not do so because content is missing.
They struggle because they do not fully understand **their learning journey**.

VERY OFTEN

01.

- PYP feels safe and guided
- MYP feels like a reset
- DP feels like a shock

BUT IN REALITY

02.

These are not separate experiences. They are part of a **coherent progression**.

- Some elements stay the same
- Some evolve
- Some become more demanding

THE GOAL

03.

Make this progression **visible and explicit**. To support this, two maps have been developed:

- For teaching staff
- For students

The Learning Progression

For Teaching Staff

Category	Element	PYP	MYP	DP
Continuity	Learner Profile	Introduced through inquiry	Applied across subjects	Internalised & demonstrated independently
Continuity	ATL Skills	Explicit teaching & modelling	Practised & assessed	Expected autonomy & transfer
Continuity	International Mindedness	Explored through units	Connected to global contexts	Analysed through global issues
Continuity	Language (English)	Developing academic language A1-A2+/low B1	Using subject-specific language B1-B2+	Precision & argumentation B2+/C1-C2
Continuity	Service & Action	Taking action from learning	Service as Action (structured)	CAS (independent, sustained)
Transformation	Curriculum Structure	Transdisciplinary themes	Subject-based learning	Specialised disciplines
Transformation	Inquiry	Guided inquiry	Structured inquiry	Independent inquiry
Transformation	Assessment	Performance tasks	Criteria-based assessment	Exams + Internal Assessments
Transformation	Independence	Teacher supported	Shared responsibility	Student-led

The Learning Progression

Category	Element	PYP	MYP	DP
Increasing Demand	Thinking	Exploring	Analysing	Evaluating
Increasing Demand	Language	Describing	Explaining	Arguing scientifically
Increasing Demand	Complexity	Simple concepts	Connected systems	Abstract models
Increasing Demand	Time Management	Guided	Supported	Independent
Maths	Conceptual Progression	Number sense	Algebraic manipulation	Abstract algebra, proofs
Maths	Conceptual Progression	Patterns	Functions	Mathematical modelling
Maths	Conceptual Progression	Measurement & Shape	Geometry & trigonometry	Vectors, calculus applications
Maths	Conceptual Progression	Data handling	Statistics	Probability distributions, inference
Maths	Application	Real-life problems (guided)	Structured problem solving	Multi-step modelling

The Learning Progression

Category	Element	PYP	MYP	DP
Science	Living Systems	Living things	Biological systems	Cellular processes, genetics
Science	Matter	Materials	Chemistry concepts	Atomic structure, reactions
Science	Energy	Forces & energy	Energy transfer	Mechanics & thermodynamics
Science	Earth & Space	Earth & space / natural systems	Earth & space / natural systems	Environmental Systems & Societies
Science	Inquiry	Observation	Lab Investigation	Independent research (IA)

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CONTINUITY: WHAT STAYS WITH YOU



LEARNER PROFILE



APPROACHES TO LEARNING



LEARNING IN ENGLISH



INTERNATIONAL MINDSET



ACTION >> SERVICE >> CREATIVITY, ACTIVITY, SERVICE (CAS)

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TRANSFORMATION: WHAT CHANGES



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INCREASING DEMAND: WHAT GETS HARDER



THINKING: EXPLORE >> ANALYSE >> EVALUATE



LANGUAGE: DESCRIBE >> EXPLAIN >> ARGUE



INDEPENDENCE: GUIDED >> SUPPORTED >> INDEPENDENT



ASSESSMENT: PROJECTS >> CRITERIA >> EXAMS & INTERNAL ASSESSMENTS

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SUBJECT EXAMPLES: EACH STEP PREPARES THE NEXT

MATHEMATICS ÷

I see patterns



I use algebra represent patterns and solve problems



I model real world problems

SCIENCE 🧪

I explore



I explain using scientific ideas



I investigate like a scientist

Nothing changes randomly — everything builds!

Thank you



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