CONNECTING YPI TO THE INTERNATIONAL BACCALAUREATE FRAMEWORK

YPI is a program that is embedded in mandatory curricular courses like Civics and Social Studies. In addition to meeting provincially-mandated curriculum requirements, YPI aligns very well with the International Baccalaureate (IB) framework as a whole, and schools may use the program to promote the development of the IB Learner Profile and to embed the IB teacher and learner profile at the school.

INTERNATIONAL BACCALAUREATE FRAMEWORK	CONNECTION TO YPI

IB LEARNER PROFILE
The aim of all IB programmes is to develop internationally minded people who, recognizing their common humanity and shared guardianship of the planet, help to create a better and more peaceful world.
 	
As IB learners we strive to be:
• INQUIRERS
   o We nurture our curiosity, developing skills for inquiry and research. We know how to learn independently and with others. We learn with enthusiasm and sustain our love of learning throughout life.
• KNOWLEDGEABLE
   o We develop and use conceptual understanding, exploring knowledge across a range of disciplines. We engage with issues and ideas that have local and global significance.
• THINKERS
   o We use critical and creative thinking skills to analyse and take responsible action on complex problems. We exercise initiative in making reasoned, ethical decisions
• COMMUNICATORS
   o We express ourselves confidently and creatively in more than one language and in many ways. We collaborate effectively, listening carefully to the perspectives of other individuals and groups.
• PRINCIPLED
   o We act with integrity and honesty, with a strong sense of fairness and justice, and with respect for the dignity and rights of people everywhere. We take responsibility for our actions and their consequences
	• INQUIRERS
	   o YPI is modelled in the pedagogy of inquiry-based and project-based learning. At the core of the program, students ask questions about, and engage in deep, experiential research about their community.
	• KNOWLEDGEABLE
	   o Students become issue experts through YPI, with each group focusing on one issue deeply, and sharing their knowledge with their peers.
	• THINKERS
	   o Complex, ethical problems at the core of issues like poverty or gender equity require students to engage in critical thinking about the root causes of these issues, and they are asked to evaluate the work of charities in their communities that respond to these issues.
	• COMMUNICATORS
	   o Through the YPI presentation, groups of students are asked to synthesize and communicate what they learned about their community, a process which itself involves a lot of communication along the way: i.e. with one another, with charity representatives.
	• PRINCIPLED
	   o Fairness, justice, respect, dignity, responsibility, and consequences: each of these complex concepts can be explored through YPI in an authentic way, embedded in learning about community.

- OPEN-MINDED - We critically appreciate our own cultures and personal histories, as well as the values and traditions of others. We seek and evaluate a range of points of view, and we are willing to grow from the experience. - CARING - We show empathy, compassion and respect. We have a commitment to service, and we act to make a positive difference in the lives of others and in the world around us - RISK-TAKERS - We approach uncertainty with forethought and determination; we work independently and cooperatively to explore new ideas and innovative strategies. We are resourceful and resilient in the face of challenges and change. - BALANCED - We understand the importance of balancing different aspects of our lives—intellectual, physical, and emotional—to achieve well-being for ourselves and others. We recognize our interdependence with other people and with the world in which we live. - REFLECTIVE - We thoughtfully consider the world and our own ideas and experience. We work to understand our strengths and weaknesses in order to support our learning and personal development. The IB learner prole represents 10 attributes valued by IB World Schools. We believe these attributes, and others like them, can help individuals and groups become responsible members of local, national and global communities.	- OPEN-MINDED - A common outcome of YPI, as described in post-YPI student surveys, is that students have an experience which is eye-opening and they become more open-minded to the perspectives of others with less privilege than themselves. - CARING - YPI's evaluation program measures the development of empathy, behaviour-changes related to civic engagement and pro-social behaviours, as perceived by students. - REFLECTIVE - YPI provides post-program resources for students to reflect on their development of knowledge, skills, behaviours throughout the program, and how they can use these for their benefit in the future.
APPROACHES TO TEACHING - BASED ON INQUIRY - A strong emphasis is placed on students finding their own information and constructing their own understandings - FOCUSED ON CONCEPTUAL UNDERSTANDING	- BASED ON INQUIRY - YPI is inquiry-based and student-led.

- Concepts are explored in order to both deepen disciplinary understanding and to help students make connections and transfer learning to new contexts. - DEVELOPED IN LOCAL AND GLOBAL CONTEXTS - Teaching uses real-life contexts and examples, and students are encouraged to process new information by connecting it to their own experiences and to the world around them. - FOCUSED ON EFFECTIVE TEAMWORK AND COLLABORATION - This includes promoting teamwork and collaboration between students, but also refers to the collaborative relationship between teachers and students. - DESIGNED TO REMOVE BARRIERS TO LEARNING - Teaching is inclusive and values diversity. It affirms students' identities, and aims to create learning opportunities that enable every student to develop and pursue appropriate personal goals. - INFORMED BY ASSESSMENT - Assessment plays a crucial role in supporting, as well as measuring, learning. This approach also recognizes the crucial role of providing students with effective feedback.	- DEVELOPED IN LOCAL AND GLOBAL CONTEXTS - YPI is an authentic experiential program in the local context. From understanding a local social issue like poverty deeply, analysing the issue on a global scale becomes more tangible. - FOCUSED ON EFFECTIVE TEAMWORK AND COLLABORATION - YPI is a group project with students collaborating in teams of 3-5, developing critical skills like consensus-building and team project management supported by resources. - INFORMED BY ASSESSMENT - YPI provides resources for teacher-, self- and peer-assessment.
APPROACHES TO LEARNING - THINKING SKILLS, including areas such as critical thinking, creative thinking and ethical thinking - RESEARCH SKILLS, including skills such as comparing, contrasting, validating and prioritizing information - COMMUNICATION SKILLS, including skills such as written and oral communication, effective listening, and formulating arguments - SOCIAL SKILLS, including areas such as forming and maintaining positive relationships, listening skills, and conflict resolution - SELF-MANAGEMENT SKILLS, including both organisational skills, such as managing time and tasks, and affective skills, such as managing state of mind and motivation.	All the skills captured in the IB's Approaches to Learning are promoted throughout YPI and measured through its evaluation program. Resources for self-reflection on this skill development and their value to students' future are provided post-program.