



PYP TIPS FOR PARENTS



1. TAKE AN INQUIRY STANCE

When your child asks you a question, try responding like this:

- Great question!
- How could you find that out?
- What resource could you use to discover that?
- How could you figure that out?

1

If your child doesn't know how to find out on their own, respond like this:

No problem! Let's figure it out together. Maybe we can try this... Have you ever used this... Let's see if this resource has the answer...

This helps develop their skill as an independent learner – next time they might have some ways to figure it out on their own.

2

DON'T FEEL YOU HAVE TO BE AN EXPERT, JUST BE A LEARNER.

It is okay to not know something! Feel confident to say, "I don't know" or, "I have no idea". Just make sure to follow it up with, "But now I want to know, so here is how I am going to find out!" or, "Let's figure this out together!"

4

"WHAT DO YOU NOTICE?"

The secret ingredient to inquiry-based learning is asking learners to think about what they notice, and this can always be followed up with "what else do you notice?" to probe for further thinking!



3

2. SUPPORT CONCEPTUAL UNDERSTANDING

As often as possible get your child thinking beyond what they did and what they learned, and more about how they learned. Some great questions include:

5

- How did you do that?
- Why did you do that?
- What strategy did you use?
- How did you learn that strategy?
- What steps did you take?



6

- What is it like?
- How does it work?
- How is it connected to other things?
- How does it change?
- Why is it like that?
- What are the different points of view?
- What are our responsibilities?

8

HARNESS THE POWER OF THE KEY CONCEPTS.

The PYP Key Concepts are: Form, Function, Connection, Change, Causation, Perspective, and Responsibility.

Here are the key concept questions you can ask your child at any time about anything they are learning:

7

3. PRIORITIZE REFLECTION

There are two questions you can ask your child to help them think deeper, about whatever it is they are learning. Get children thinking about their thinking!

How do you know? What makes you say that?

9

4. SUPPORT YOUR CHILD'S AGENCY

Give children space to articulate what they like and don't like about learning, and why that is. Listen to when they are advocating for what they need as learners.

10

Be aware of what choices you are making for your child, that they could probably be making themselves. Coach them to make informed choices, by making the decision making process explicit:

What choice are you making for yourself?

Then follow up with a reflection about how effective that choice was and whether it's a good choice to be made again in the future:

How did that choice work out for you?
How do you know?

What will you choose differently next time?

11

We want learners to know it's their learning, they own it, they impact it. It is something done by them, for them, and we are the supporting actors. Use words and phrases that build that sense of ownership over their learning:

It's your learning.
You're in the driver's seat.
Your learning, your choice.

12

5. BE PURPOSEFUL WITH FEEDBACK

As much as possible, give advice that will go beyond that one moment, instead of just telling them how to fix something. Here are some examples of ways you can phrase that type of feedback:

13

Readers often go back and re-read what they don't understand; share their opinion about what they read; break words into small chunks to help them sound it out.

Writers read their writing out loud to themselves to try and find their mistakes; use capitals to show the reader a new sentence is starting; support their opinions with facts and evidence; add details to make their writing more interesting.

Mathematicians double check their solutions for accuracy; use objects and drawings to help them solve problems; use short cuts and tricks called "algorithms"; use special words.

14

