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IB AFRICA, EUROPE & MIDDLE EAST
REGIONAL CONFERENCE 2013



THE HAGUE 24TH - 27TH OCTOBER

How schools define the success of the IB PYP

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An IB funded research project

Guiding questions

1. How do schools define the 'success' of the PYP with respect to:
 - School ethos and culture
 - Development of international mindedness within the school community
 - School leadership
 - Teacher pedagogical beliefs and practices
 - Parent satisfaction with the PYP
 - Student learning outcomes including students' demonstration of the attributes of the IB Learner Profile
2. Do school definitions of success vary by school type (public or private)?
3. What suggestions do schools have for maintaining or increasing the success of the program in the future?

Designing the study

- Inclusive of all schools that had undergone one program evaluation visit (545)
- All adult stakeholder perspectives – administrators and leaders, teachers, and parents
- Spontaneous perceptions and impressions, rather than checking lists or answering closed-ended questions

Research design and method

Self-led Stakeholder Focus Group Interviews

All schools were asked to *convene three discussion* groups, one for administrators, one for parents, and one for teachers

Groups were asked for their *perceptions* of why the program was successful for the school, administrators, learners, teachers and parents

Administrator and teacher groups were asked for *suggestions* about maintaining and building on the current success of the program

Case Studies

3 Public Schools

The schools that agreed to participate were in the UK, USA, and Canada

3 Private Schools

The schools that agreed to participate were in China, Africa, and Mexico

School by type

School Type		Total	Received
		545	121
Public		200 (37%)	39 (32%)
Private		345 (63%)	82 (68%)

School by region

Region	Total	Received
	545	121
Africa	18	7
Middle East	22	4
Europe	86	20
North America	241	48
South America	33	18
Australia	43	3
New Zealand	5	0
Fiji	2	0
Southeast Asia	39	10
East Asia	34	7
South Asia	21	4

THE SCHOOL COMMUNITY

Unity, coherence, common understanding, and integration

*“There is a strong and yet ever deepening understanding in the faculty of the **same ideas as are seen in our written curriculum, collaboration, and goals.** The conversations parents have with us show that they too have a **good understanding of what we are trying to achieve in our PYP curriculum and community.** The PYP is the centre of who we are, and what we do. It has made us think of ourselves as part of a global community and as global citizens”*

Defining ethos

*“The whole school community understands that the PYP student profile represents qualities that are important and that can guide behavior, decisions and interactions within the school community. **The success of the PYP is that the IB learner profile stands strong in the hearts and minds of our students, parents, teachers administrators, and district and community leaders**”*

The PYP is successful for school administrators

- Helps target the use of school financial and human resources e.g. library resources to support units of inquiry, recruiting decisions
- It's marketable – the program attracts parents and students to the school
- Parent satisfaction and positive feedback to the administration

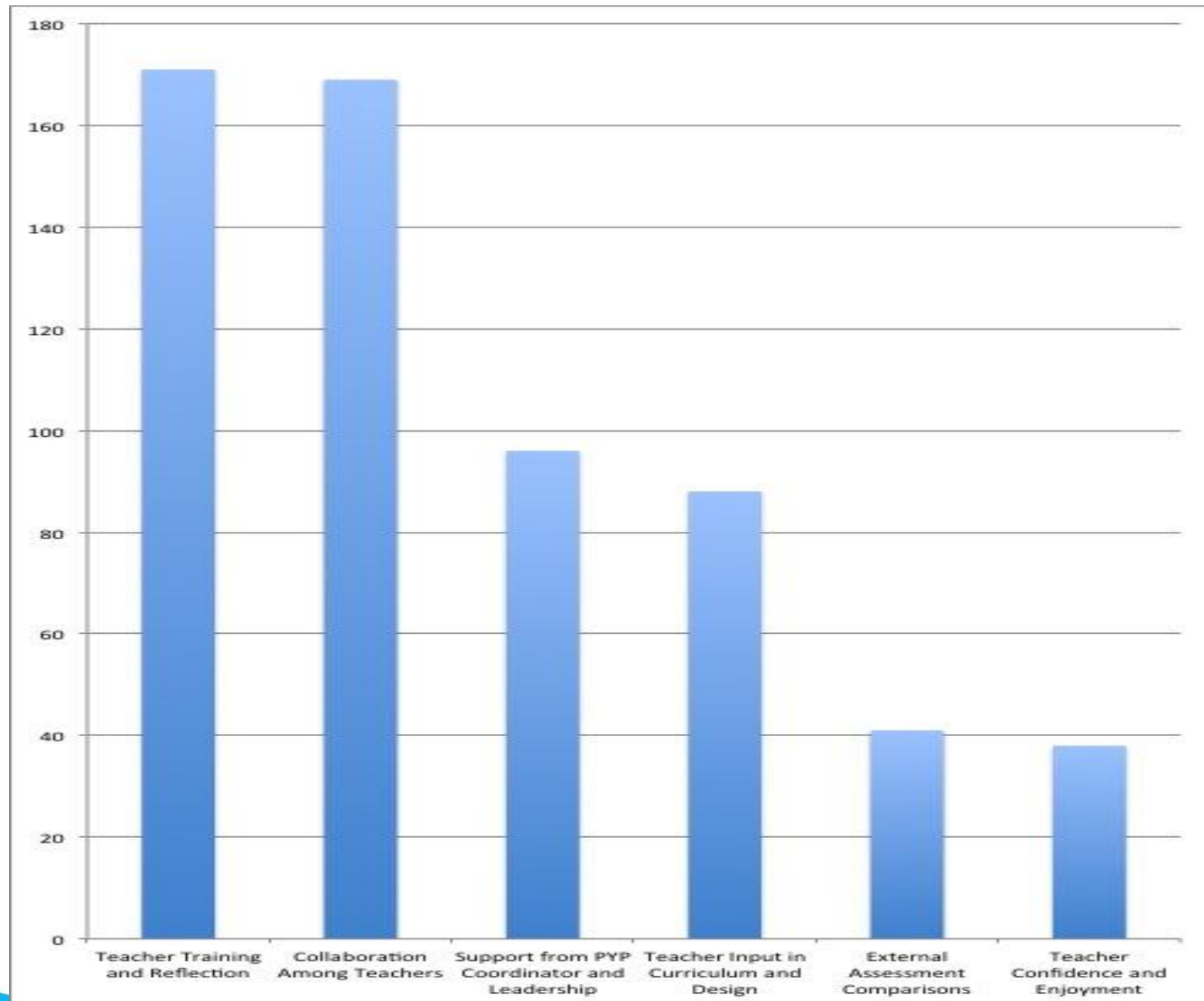
Target school resources

“The PYP ... has significantly changed the structure and organization of our school at all staffing levels and the budgetary level as well. As facilities are upgraded and added, PYP program delivery and enhancement are key guiding factors. Coherent and consistent approach to providing student support, teacher recruitment and establishing professional dialogue for teachers “

The PYP is successful for teachers

- Allows teachers direct input into curriculum design and delivery
- Teachers report improved confidence/enjoyment/willingness to be learners themselves
- Improved teaching practice through required training, reflection on practice, and the need to model inquiry
- The program fosters collaboration with other teachers
- Program leadership, the PYP coordinator, provides support and monitors accountability

Teacher Indicators of Success



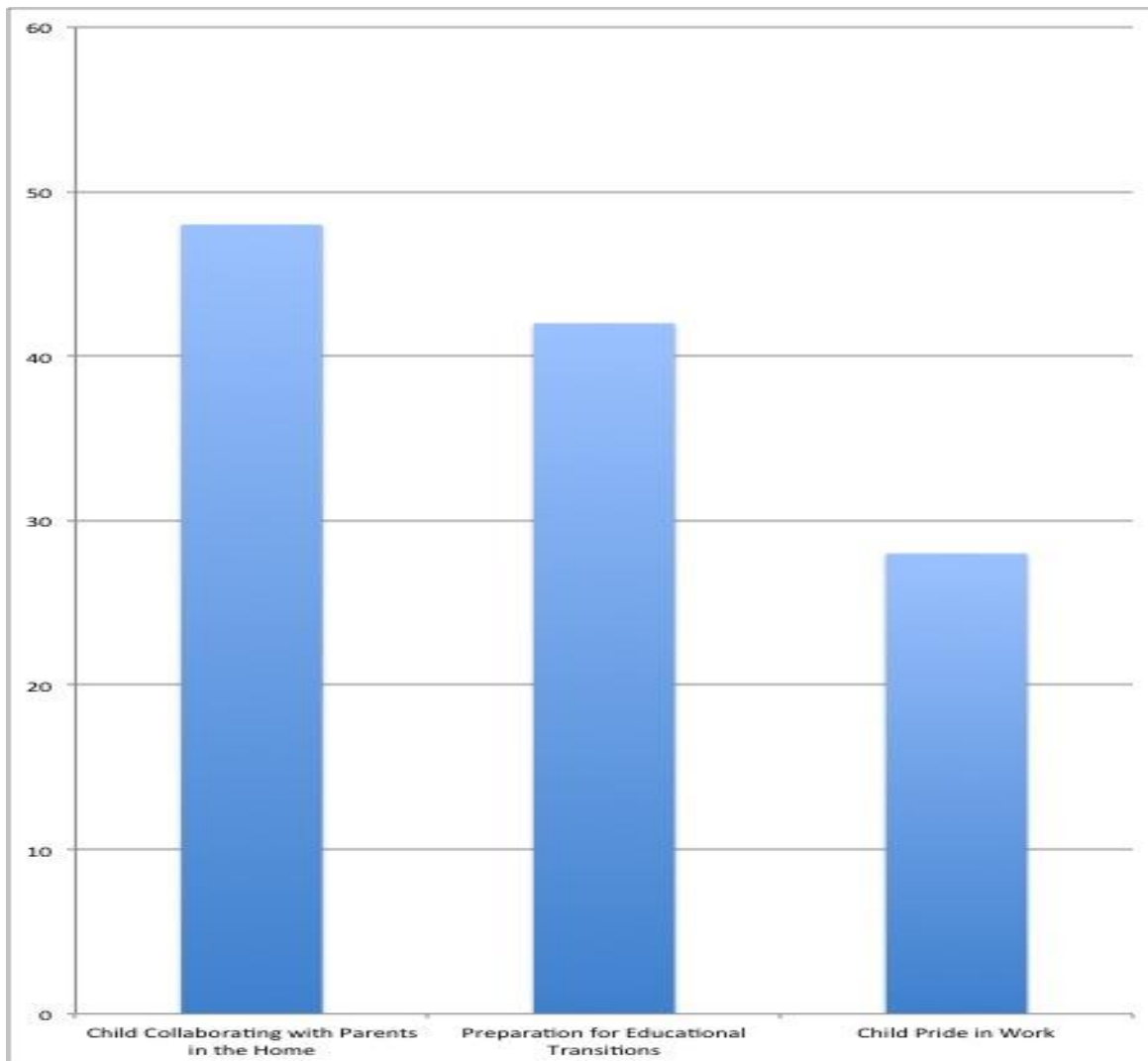
The PYP is successful for teachers

- *“Although there was a strong level of collegiality prior to us being authorized... **teachers tended to work in greater isolation for each other and there was no clearly articulated or understood curriculum.** Curriculum was documented because it was felt it had to be rather than because it played a crucial role in whole school improvement. **The collaboration between teachers especially, and also the collaboration among and between teachers has resulted in a more coherent curriculum..** And better understanding of the needs of students at all grades”*

The PYP is successful for parents

- They see their children's pride in their work and confidence in their own research abilities
- They see their children wanting to share school work and school activities with them
- They consider the program good preparation for future learning

Parent Indicators of Success



The PYP is successful for parents

“My children ask real questions ...often questions that I can’t answer so we go off and research things....”

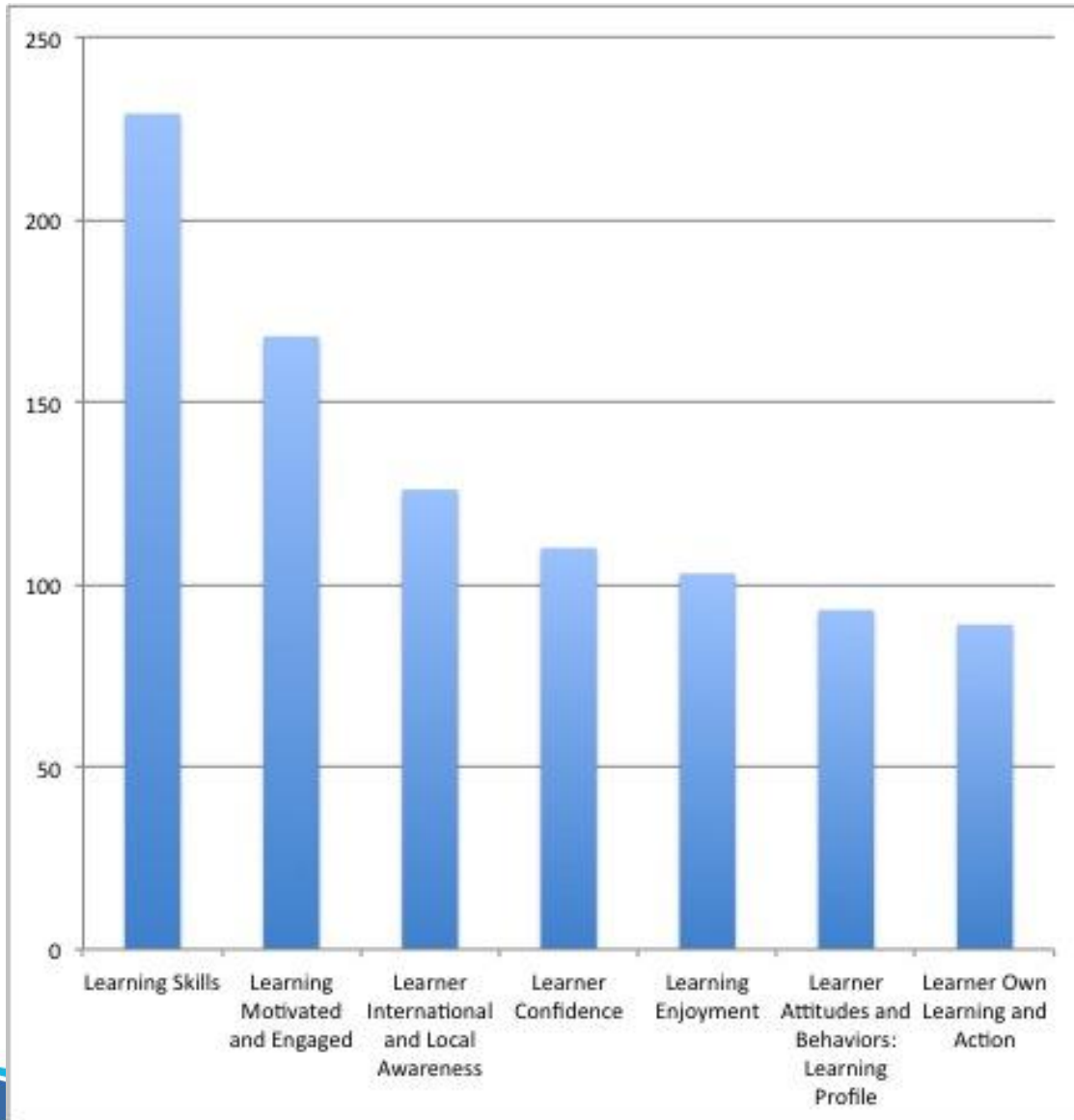
“My children are confident to share and proud of their knowledge”

“My children have come home awake and eager to learn, come home asking, inquiring, wanting to know more about the world around them”

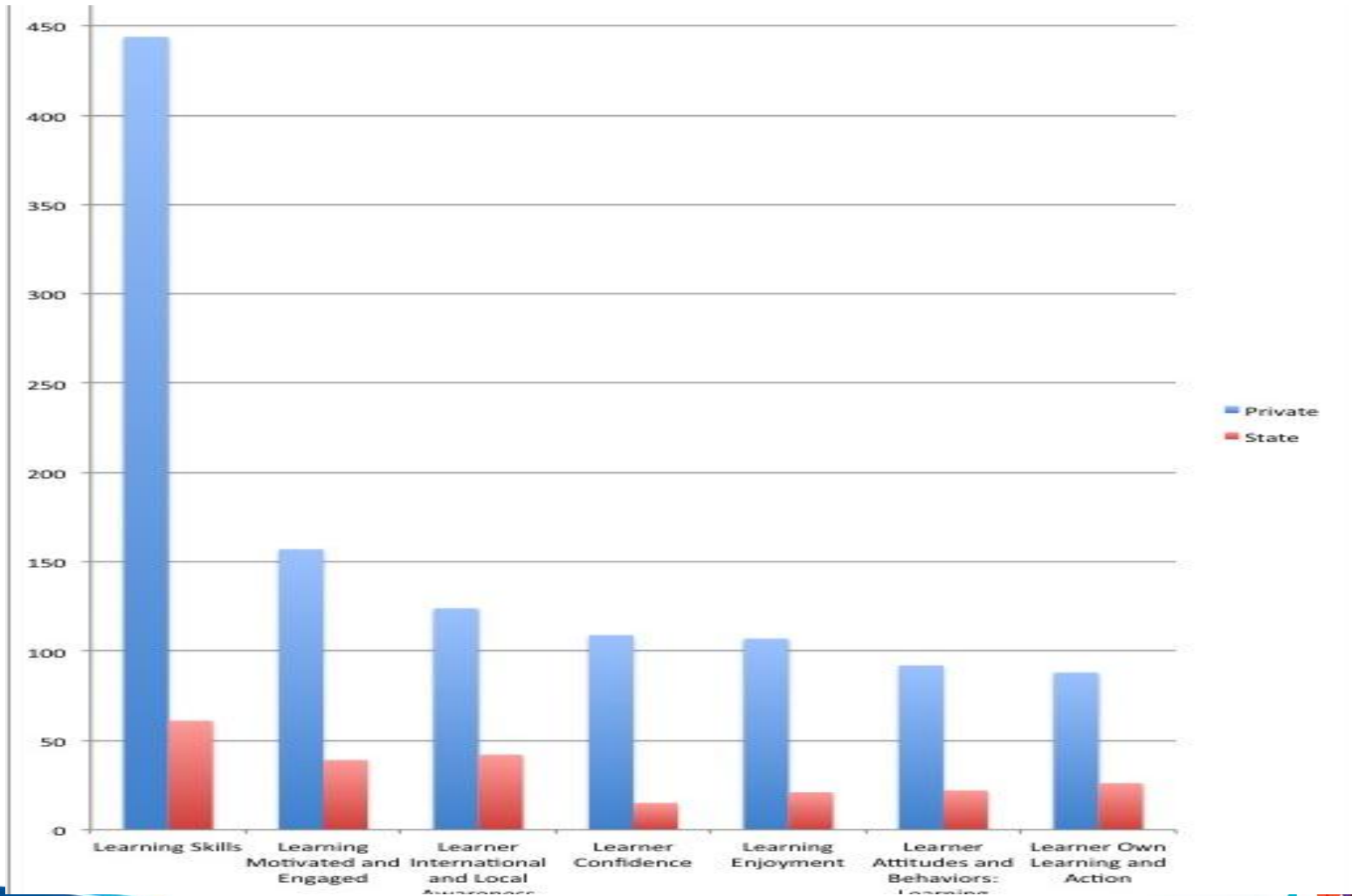
The PYP is successful for the learner

- Improves student learning skills; link-making, questioning, research, collaboration
- Learners find the program is motivating and engaging; students feel in control of their own learning
- Increases awareness of local and global issues
- Increase self-confidence
- It's enjoyable and exciting
- Ownership of learning moving to action
- Positive effect on attitudes and behavior

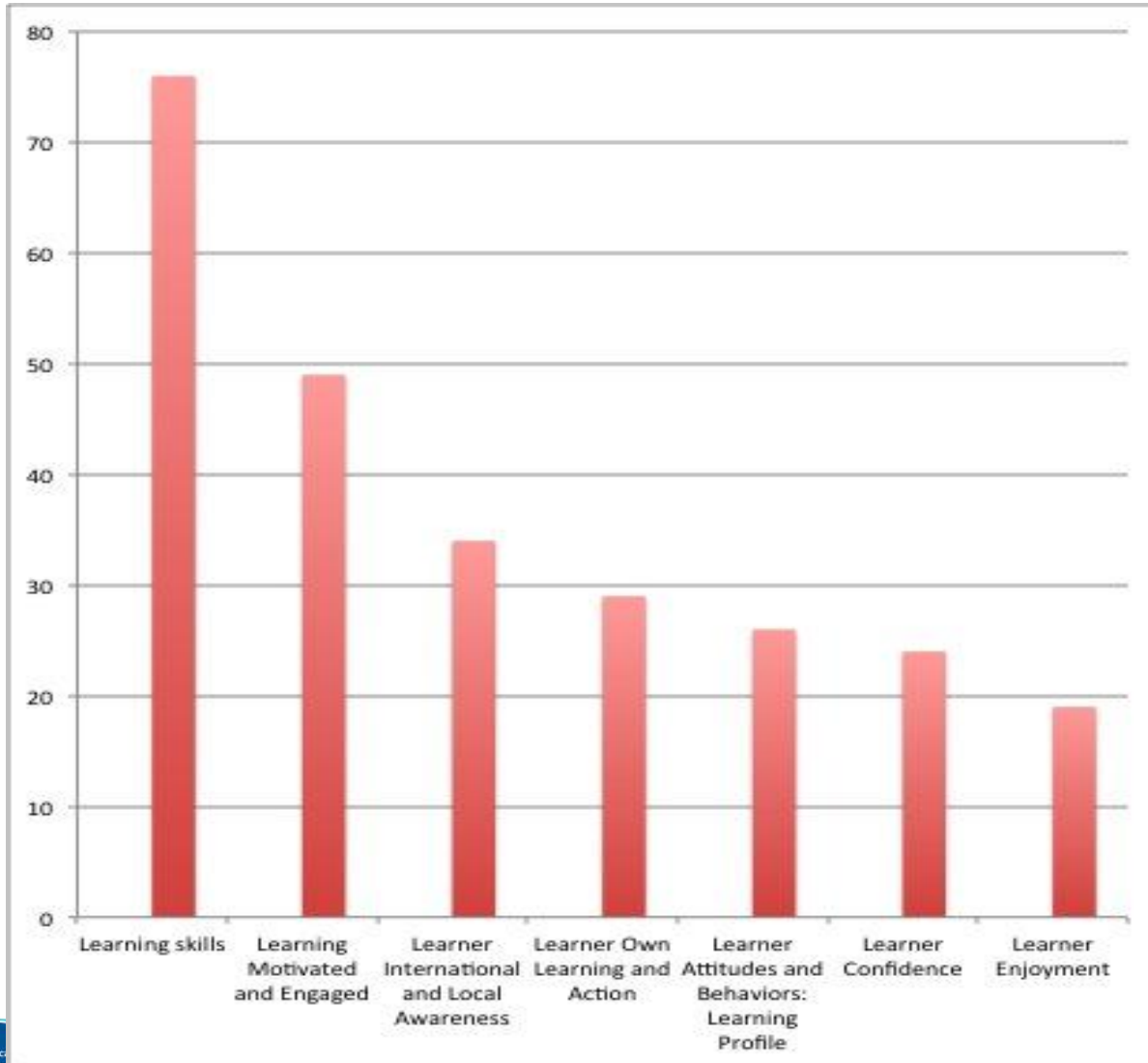
Overall perspectives on the learner



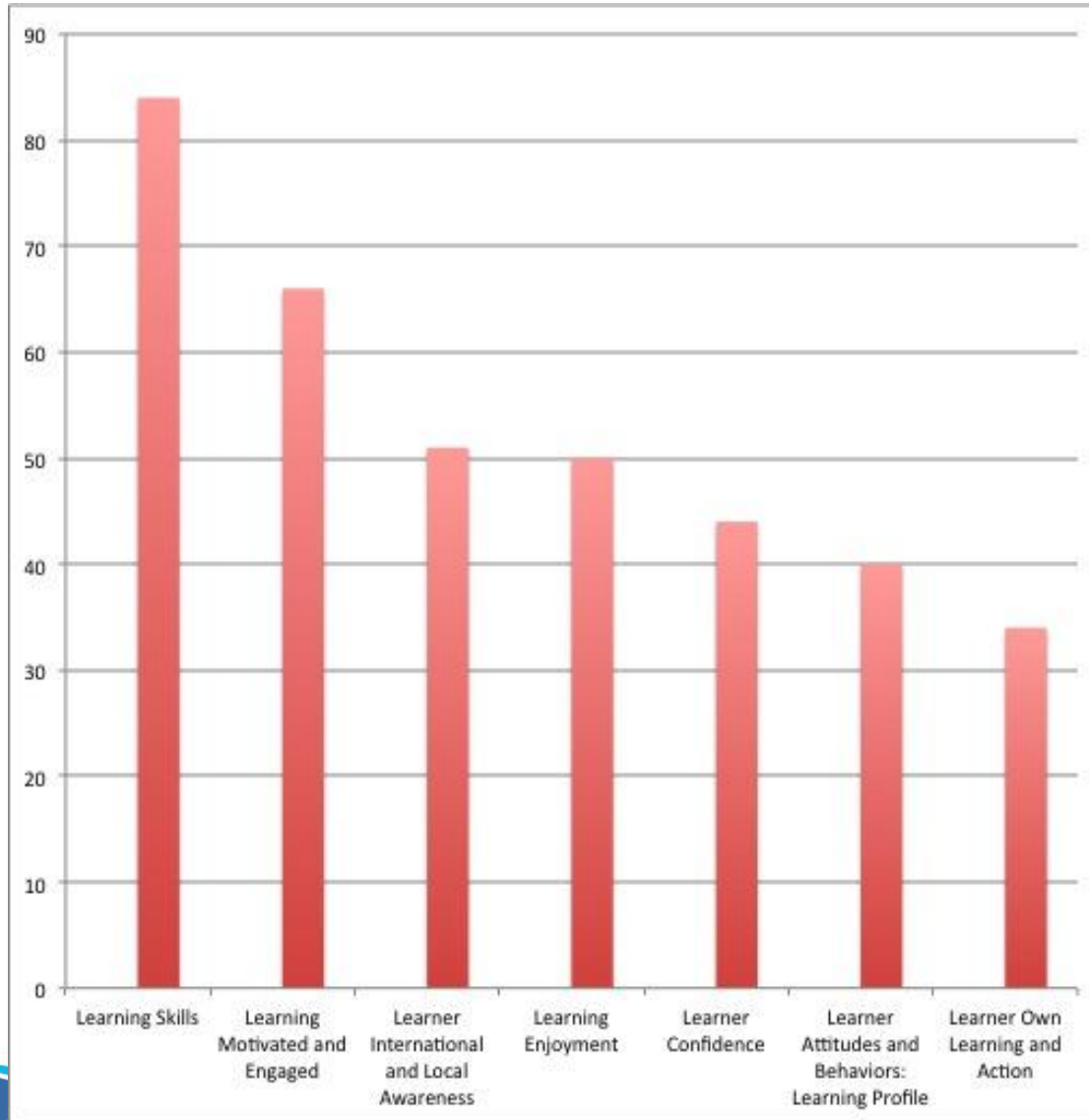
Overall perspectives on the learner by public and private institution



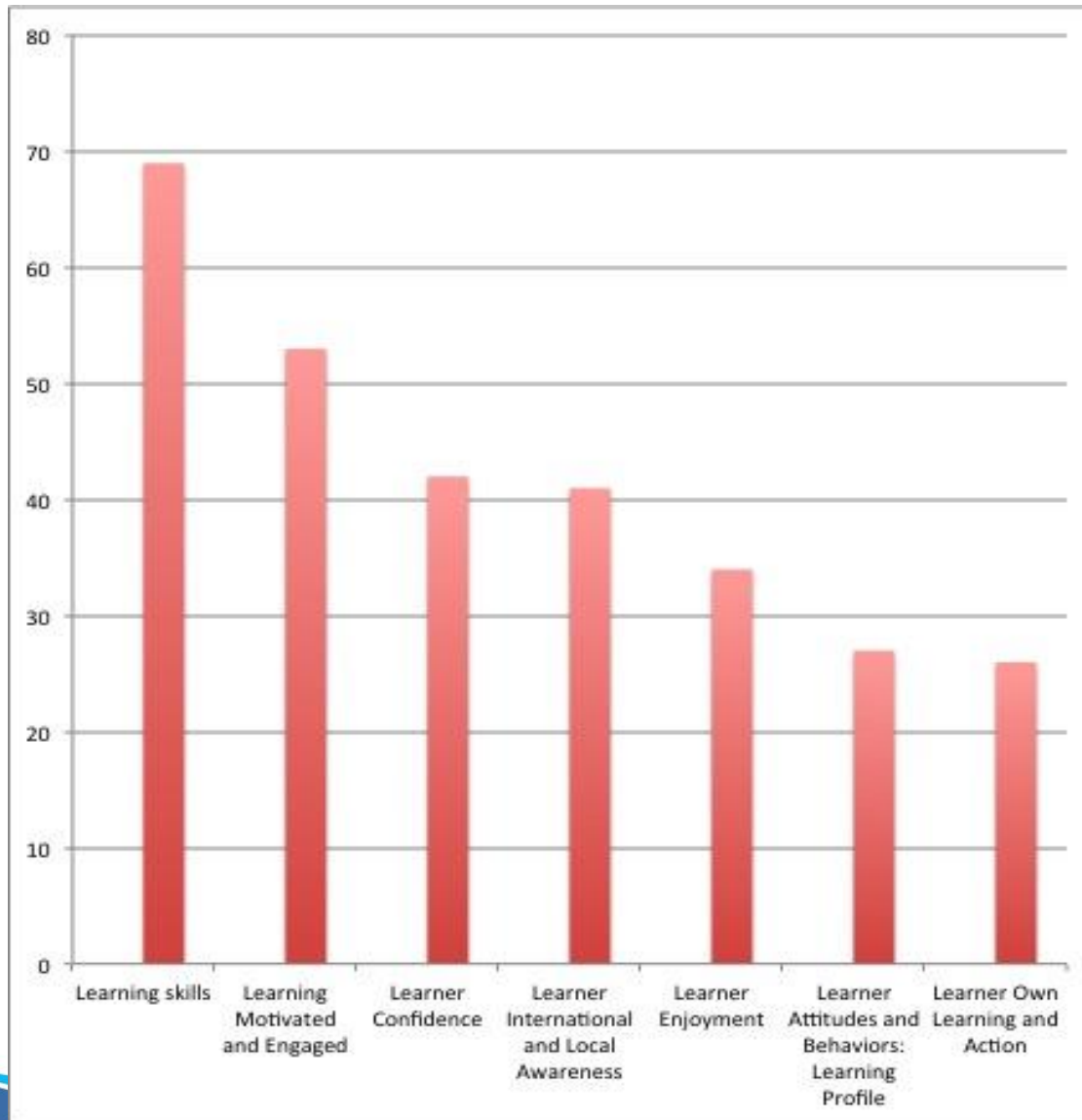
Administrator perspectives on the learner



Teacher perspectives on the learner



Parent perspectives on the learner



Case Studies

The Public Schools

Differing Characteristics

Adopted the program for different reasons

Serving diverse socio-economic and ethnic groups

Impact of state and national curriculum and testing requirements differed from school to school

Common Theme

Financial limitations kept them from participating face-to-face with the wider IB community --isolation

Case Studies

The Private Schools

Differing Characteristics

Serving high socio-economic groups with parent satisfaction as an important factor

Ability to provide support and resources

Control over teacher selection and retention

Common Theme

Unique problems around professional development and future development of the program - illustrated different needs at different levels of program implementation.

Recommendations for future programme development

1. Flexibility of programme structure
2. Greater simplification
3. Greater alignment with MYP and DP
4. Curriculum framework

Discussion questions

1. Where is the room in the PYP for schools to customize to both level of implementation and to local contextual factors?
2. How to build the IB community? How to create opportunities for face-to-face or virtual knowledge exchanges?
3. How should professional development become more specialized as the PYP moves forward?