

REQUEST FOR PROPOSALS:

THE IMPACT OF THE IB PRIMARY YEARS PROGRAMME (PYP) ON STUDENT WELL-BEING AND OTHER RELATED SOCIAL-EMOTIONAL LEARNING OUTCOMES

PROJECT OVERVIEW

About the International Baccalaureate Organization

The International Baccalaureate (IB) is a non-profit educational foundation, motivated by its mission to develop inquiring, knowledgeable and caring young people who help create a better and more peaceful world through intercultural understanding and respect. The organization has built a hard-earned reputation for quality, high standards and pedagogical leadership in the field of international education, encouraging students across the world to become engaged world citizens who are active, compassionate and lifelong learners.

Founded in 1968, the IB currently works with more than 4,700 schools in 151 countries to develop and offer four programmes to over one million students aged 3 to 19 years. The organization also provides professional development workshops for more than 75,000 teachers and administrators annually.

About the Current Study

Over the past decade IB programmes across the world have grown substantially. To support the growth and development of the organization's programmes, the IB Research Department commissions studies to continually improve and innovate the curriculum, assessments and programmes which comprise an IB education. As part of this agenda, the current project will:

- Develop a theory of change of the Primary Years Programme (PYP) programmatic elements that are deemed to foster student well-being and other related social-emotional learning outcomes.
- Examine the impact of the IB Primary Years Programme (PYP) on students' well-being and other related social-emotional learning outcomes.

Interested vendors are invited to submit proposals to undertake the project. This document provides further details about IB programmes, the study's aims, budget, timelines and submission details.

The IB Primary Years Programme

The International Baccalaureate Primary Years Programme (PYP), for students aged 3 to 12, focuses on the development of the whole child as an inquirer, both in the classroom and in the world outside. A distinctive feature of the PYP is its six transdisciplinary themes, which provide a

framework for teachers to develop challenging and engaging ‘inquiries’. Inquiries involve in-depth investigations into important ideas, and provide a vehicle for students to learn through subject areas and to engage with learning that transcends the confines of subject areas. The six transdisciplinary themes that form the basis of inquiries include: ‘Who we are’; ‘Where we are in place and time’; ‘How we express ourselves’; ‘How the world works’; ‘How we organize ourselves’; and ‘Sharing the planet.’ The programme is currently offered in 1,472 schools in 109 countries.

- Further information about the IB PYP can be found at: <http://www.ibo.org/programmes/primary-years-programme/>

The Learner Profile

All IB programmes, including the DP, support student attainment of a range of academic and non-academic attributes that are collectively described as the Learner Profile (see Figure 1). In brief, the Learner Profile reflects aims and values that become part of a school’s culture and ethos when it is authorized as an IB World School. At the student level, the attributes and descriptors of the LP define the type of learner the IB hopes to develop through its programmes. At the school level, the LP is a set of ideals that can inspire, motivate and focus the work of schools and teachers. Schools are expected to consider how structures and systems, curriculum and units of work can enable students to develop into the learner described in the profile.

Figure 1: IB Learner Profile

As IB learners we strive to be:	
Inquirers	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	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	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	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	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.
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. They give thoughtful consideration to their own learning and experience. They are able to assess and understand their strengths and limitations in order to support their learning and personal development.

- More information about the LP is available at: <http://www.ibo.org/benefits/learner-profile/>

PROJECT GOALS

Background

Student well-being may be defined as the ability to successfully, resiliently, and innovatively participate in the routines and activities important in a school-context (Weisner, 1998: 75) and as consisting of five domains: physical, psychological, cognitive, social, and economic well-being (Pollard & Lee, 2002:1). Starting from an early age, children spend thousands of hours at school and hence the school environment plays an important part in students' social and emotional well-being. There is, moreover, growing evidence that well-being also has a significant impact on students' academic performance (Berger et al. 2011; Elias & Arnold, 2006; Izard, 2009).

While a supportive school environment is a resource for students that will help them flourish and perform, a non-supportive environment may pose risks to their well-being and performance. Teacher and peer support for example are known to be protective factors (e.g. Suldo et al., 2009; Cohen, 2004). By contrast, school-related demands may induce stress that is known to negatively affect students' well-being and academic performance (e.g. Currie et al., 2012).

What seems to be less well known is how specific educational programmes might contribute to students' well-being. Such programmes may for example develop pertinent knowledge, skills or attitudes in students that help them cope with their (school) life and enable them to change behaviour that might be detrimental to their well-being. The IB Primary Years Programme (PYP) is committed to enhancing students' social and emotional as well as their cognitive well-being. Like all IB programmes, the PYP addresses student well-being through the IB Learner Profile, which aspires to develop balanced and caring learners. Moreover, the PYP addresses well-being in several elements of its (written) curriculum: knowledge (e.g. Personal, social and physical education scope and sequence; (some) transdisciplinary themes); skills (e.g. social, communication and self-management skills) and attitudes (e.g. confidence or independence).

An educational programme may, however, also influence students' wellbeing more indirectly by means of altering the school environment. When schools implement the PYP, for example, they undergo a transformation process aimed at ensuring support for students' learning environment (e.g. learning support) and improving the school climate (e.g. teacher collaboration). Regarding the school climate, both teacher-student and student-peer relationships have been shown to be pivotal to students' well-being (e.g. Samdal et al., 1998; Currie et al., 2014).

Research Objectives

The purpose of this study is to investigate to what extent the PYP succeeds in promoting students' well-being and other related social emotional learning outcomes. The study will explore how the PYP impacts students' well-being directly, by developing pertinent skills and knowledge in students as well as indirectly, by improving school climate. Well-being and related social emotional learning outcomes will be measured using existing validated instruments. This will facilitate comparisons between PYP and non-PYP students, using normative datasets or scores/benchmarks. To disentangle school and programme effects, the study will take into account the school climate and context.

Research Questions

Research questions for this study may include but are not limited to the following:

1. What programmatic elements of the PYP, if any, are associated with students' well-being and other related social emotional learning outcomes?
 - Learner Profile
 - PYP Knowledge (e.g. Personal, social and physical education scope and sequence)
 - PYP Skills
 - PYP Attitudes
2. What are PYP-students' levels of well-being and related outcomes?
 - Social well-being
 - Emotional well-being
 - Cognitive well-being
 - Physical well-being/health
3. How do PYP students compare to non-IB students on measures of well-being and related outcomes? Alternatively, how do PYP students' levels of well-being compare against pertinent international benchmarks?
4. To what extent is student participation in the PYP associated with students' well-being and related outcomes?
 - Well-being
 - Well-being related behaviour
5. To what extent is the school climate in PYP schools associated with students' well-being and related outcomes?
 - Teacher support
 - Peer support

RESEARCH DESIGN

We recommend that the researchers bring their own knowledge of appropriate research strategies and data analysis procedures to the research design.

As a general guide, vendors are expected to:

- Create a theory of change model that defines how, and through what programme elements, the PYP is intended to support well-being and other related social emotional learning outcomes.

- Explore the extent to which extant research indicates that these programme elements are effective for enhancing well-being and related outcomes.
- Establish a conceptual framework, for example through literature review and document analysis, to assess well-being and related outcomes, which will inform the selection of measurement instrument(s).
- Use or adapt an existing pre-validated instrument to measure PYP students' well-being and related outcomes. Examples of instruments that could be considered include the WHO' Health Behaviour in School-aged Children (HBSC) and ACER's Social Emotional Well-being (SEW) surveys.
- Propose a design that will allow for comparisons between PYP students and comparable groups of non-IB students. Vendors should aim for designs that allow for causal inferences such as propensity score matching. Alternatively, comparisons of the PYP students' levels of well-being and related outcomes against relevant benchmarks or normative data could be considered.
- Secure access to a sample of PYP students from government-funded and/or private schools located preferably in one or more countries in Europe, Australia or Asia. Alternative locations may be considered. IB will be able to facilitate initial contact with PYP schools but access is expected to be negotiated by the vendor. The sample should be large enough to provide appropriate power for the analyses.

Relevant IB documents include but are not limited to:

- What is an IB Education?
- Guide to school authorization: Primary Years Programme
- The IB Primary Years Programme
- Making the PYP happen: A curriculum framework for international primary education
- PYP Personal, social and physical education scope and sequence

These documents are housed in the IB Programme Resource Centre and the IB will provide access to the successful vendor.

Please note that the vendor is expected to consult with the IB research department regarding the development of the final study design and selection of documents for curriculum alignment.

PROJECT BUDGET

The project budget for the proposed study is approximately US \$ 70,000.

PROJECT DELIVERABLES AND TIMELINES

1. A brief interim report detailing the project's progress and preliminary findings will be expected at the mid-point of the project.
2. A penultimate draft of the final report addressing the research questions, methodology, findings, and implications/recommendations will be reviewed by the IB. A final report, with an executive summary and abstract, written in clear, accessible language will be expected at the completion of the project. The report should not exceed **30,000 words** (excluding references and appendices) and must be **copy-edited**.
3. De-identified quantitative data sets and statistical analysis syntax/coding.

4. Publication/presentation of research findings in an academic journal/conference within twelve months of submitting final report.

** On a quarterly basis, vendors will be required to provide an estimate of the percentage of work completed on a project. This information is used by the Research Department as part of routine financial reporting.*

SUBMISSION REQUIREMENTS

All proposals should include the following:

1. Description of the services that the vendor will provide.
2. Research design and methodological approach: descriptions should detail how the research design and methodological approach (including analysis of resulting data) will address the research questions outlined in the RFP.
3. Itemized budget.
4. Key personnel including qualifications, background and expertise the vendor will bring to this project. The proposal must also detail the contribution and time that chief investigators will contribute to the study, and the contributions of supporting staff. It is a mandatory requirement that chief investigators take an active role in the study.
5. Evidence should be given to demonstrate the vendor's capacity to write high quality research reports, this could include a recently published research report where the principal investigator is the first author.
6. CVs can be included as attachments but these should only provide information relevant to the proposed study.
7. Contact details for two referees. It is desirable that these include previous organizations the vendor has undertaken commissioned studies for (please note that referees will be contacted).
8. Timeline of research activities and deliverables.
9. Proposals (excluding appendix) should not exceed 4,000 words.

REVIEW PROCESS & CRITERIA

Proposals will be evaluated on their methodological rigor, the feasibility of proposed timelines, and the proposed budget. Members of IB's research team will review proposals, and will seek input from external research advisors when appropriate. All applicants will be notified of the IB's decision within a month.

DEADLINES & WHERE TO SUBMIT PROPOSALS

Review of proposals will begin immediately upon receipt. All proposals received on or before **31 December 2018** will be considered. The project should be completed by **31 December 2019**. *An email notification of the vendor's intent to respond to this RFP should be sent to the contact noted below by 10 December 2018.*

Please submit proposals electronically or by mail to:

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WHO Health Behaviour In School-aged Children (HBSC) <http://www.hbsc.org/>.