



The University of
Nottingham

School of Education

School Leadership in the Primary Years Programme

An IB Funded Project 2014-15

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Section 1

Executive Summary

The project was commissioned by the IB to examine the links between school leadership and the introduction and application of the International Baccalaureate (IB) Primary Years Programme (PYP). In this Report the schools have been anonymized. The research was based upon the mixed methods, multi-perspective case study protocols for studying school leadership established and validated by the International Successful School Principals' Project (ISSPP) (Day, 2010). It was conducted in six schools in different European countries with different histories of PYP use. The broad aims and objectives of the project were formulated to answer the research questions posed in the original IB Tender:

1. What are the leadership styles of IB Primary Years Programme school leaders? What patterns exist in the styles of leadership adopted by these leaders?
2. What is the impact of the implementation of the Primary Years Programme on school leadership styles?
 - a. How consistent are these leadership styles with the inquiry based principles and ideals of the Primary Years Programme?
 - b. What changes in leadership styles do school leaders and teachers believe have arisen from the adoption of the Primary Years Programme?
3. What are the commonalities and/or differences as identified from a comparative analysis of the data from teachers and school leaders?
 - a. Do teachers and school leaders hold similar views on the styles used to support teacher development? Organizational design? Instructional leadership?
 - b. Do teachers and school leaders understand the tenets of leadership differently?

PYP Leadership: Findings and Implications for Practice

The Executive Summary below sets out the key findings in terms of research informed findings and their implications for future practices and the further development of PYP leadership in IB schools. The findings complement, nuance and extend previous research on the impact of the IB Primary Years Programme which point to the importance of leadership at all levels to its successful implementation (Hall et al., 2009), the targeted recruitment of inquiry oriented teachers and PYP co-ordinators who are able to work with teachers who are in the process of developing their inquiry repertoire (Twigg, 2010).

Finding 1: Executive Principals' Values and Practices Influence

International research has found consistently that the principal's influence on students is second only to that of the teacher (Leithwood et al, 2006). This is further evidenced by a key finding from this research concerning the role of the Executive Principal in situating the status, role and preferred practices of the PYP leadership in the school within a particular whole school vision. There are differences between the schools, both in this respect and in the principals' understandings of PYP, their leadership and management styles, and the passion and energy with which they promoted PYP.

Implications for Future Practice

- i) The kind of structures and cultures established by the executive principal are likely to have positive or negative effects on the quality, effectiveness and practices of the PYP co-ordinator.
- ii) Unless executive principals understand the concepts, values and practices of PYP, its development within the school is less likely to be accelerated.
- iii) Presence, visibility and participation in PYP matters are likely to enhance the development of PYP.
- iv) Discontinuities of executive principal leadership are likely to be associated negatively with variations in the school culture and staffing structures for PYP.

Finding 2: Reducing within School Variation

There is evidence of within school variation in the understanding, adoption and commitment of PYP principles and practices by all staff. This relates variously to adherence by individuals to previous successful beliefs and practices, limitations in recruitment practices by the school and lack of opportunity for PYP co-ordinators to influence.

Implications for Future Practice

- i) Where recruitment practices are better able to attract experienced PYP teachers, there is likely to be less variation in PYP teaching practices.
- ii) Where there is more emphasis on induction and targeted continuing professional development, it is more likely that new staff will be influenced in adopting PYP values and practices.

- iii) Where PYP co-ordinators have appropriate status and time to lead and manage PYP staff, it is more likely that there will be less within school variation in PYP values and practice.

Finding 3: Ensuring Fidelity with PYP Values

The schools which demonstrated the most consistent fidelity with PYP values and practices were those where executive principals had experience of teaching PYP and who had ensured that implementation was led by senior members of staff.

Implications for Future Practice

- i) Schools in which executive principals have themselves had experience of PYP and ensure that PYP co-ordinators are appointed at senior level are more likely to model PYP values and practices.

Finding 4: PYP Co-ordination: Credibility, Status and Time to Lead

The credibility of the PYP co-ordinators was associated in part with their assigned role within the organisation. This did not always relate to school size but to the importance attached to the role by the school executive principal. In all but one case, PYP co-ordinators were part-time leaders and were managing a class teaching commitment alongside this. Inevitably, time to fulfil the needs of the role as they would have wished was perceived as problematic. This impacted on their capacity to lead and their status within the schools, where often they were not members of the senior leadership team and thus not party to key strategic decision-making processes.

Implications for Future Practice

- i) The success of the PYP is likely to be enhanced when the PYP co-ordinator is part of a core senior leadership team.
- ii) The success of the PYP is likely to be enhanced when the PYP co-ordinator is provided with appropriate 'time to lead' the induction classroom practices and continuing professional development of PYP class and grade teachers.

Finding 5: The Influence of PYP Values: Modelling IB

Modelling PYP values and practices is a core function of every PYP teacher. Whilst not doing so cannot be said always to affect the general effectiveness of the learning and teaching, it would almost certainly affect the strength of the communication of the core PYP values to students. The PYP co-ordinators in every case study school demonstrated a firm and passionate commitment and strong sense of identity with IB values and practices. However, there were examples where the co-ordinators found it difficult to influence all colleagues to

embrace these fully. A number of the schools had appointed teachers with little or no experience of the PYP curriculum and who, because of a lack of in-depth understanding and adequate and appropriate interventions in the form of continuing professional development, were unable or, in a few cases, unwilling to abandon their previously teaching beliefs and practices.

Implications for Future Practice

- i) Since modelling the values and practices of PYP is a core function of the PYP co-ordinator and teachers, in order to assure this it is necessary to ensure that they receive annual professional re-visioning support.
- ii) PYP co-ordinators need to be given authority to intervene with colleagues in order to support them in adopting PYP principles and practices.
- iii) PYP co-ordinators are likely to be more influential with their colleagues if they have been trained in change management.

Finding 6: Fostering Continuing Professional Development

There were cases where teachers with no or little previous experience of teaching PYP had adapted their practices without embracing fully the values directly associated with PYP.

Implications for Future Practice

- i) PYP practices are likely to improve and be adopted consistently by teachers when there are coherent and continuing policies for the induction and on-going professional development support and intervention for all PYP teachers.
- ii) Creating an environment in which teachers are encouraged to innovate, reflect upon and develop their practices is a key characteristic of a successful PYP culture.

Finding 7: Patterns of Teacher Employment

International schools are dynamic institutions in which, for the most part, there is a constant movement in and out of parents and pupils and teachers. Inevitably, this challenges the ability of leaders to ensure stability, continuity and quality.

Implications for Future Practice

- i) 'Light touch' monitoring by IB in order to help schools ensure that appropriately qualified and experienced PYP co-ordinators are present in schools would be likely to lead to a greater sense of quality assurance.
- ii) Regular provision of and access to professional development programmes by executive principals alongside PYP co-ordinators would likely develop principals' understandings of the conditions and qualities and skills needed

by PYP co-ordinators' and embed them in the PYP 'culture' of the school.

Finding 8: Creating Linkages between PYP and MYP

In most schools that offered PYP and MYP there were no regular meetings between the co-ordinators for the purposes of continuity and progression planning.

Implications for Future Practice

- i) Creating regular opportunities for collaborative planning would be likely to be beneficial for developing the PYP and MYP curriculum and instruction.

Finding 9: Small School Challenges

The challenges of developing PYP leadership in small schools may be attributed in part to the need for staff to take multiple roles, the ability to provide appropriate remuneration packages to attract new staff when having to compete with international schools elsewhere in the world, the disproportionate effect of staff movement on continuity of vision and consistency of practice and sustained close collaboration. Recruiting and retaining teachers in these circumstances is likely to remain a challenge.

Implications for Future Practice

- i) The IB might consider setting up an international database of experienced IB teachers. The ability to access such a base is likely to help schools in their recruitment efforts.

Finding 10: Building Parental Understanding

Because of the transient international school population in many schools, not all parents or students were transferring in with prior experience of IB. Not all were convinced of its value.

Implications for Future Practice

- i) All IB schools would be likely to benefit from the provision of a guide or programme for the induction of new parents with little or no previous knowledge or experience of PYP.

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Section 2

The Main Report

2.1 Introduction

The project was commissioned by the IB to examine the links between school leadership and the introduction and application of the International Baccalaureate (IB) Primary Years Programme (PYP). The PYP is one of the four educational programmes offered by the IB for students aged 3 to 12. The programme 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’ (IBO, n.d.). Inquiries involve in-depth investigations into important ideas, and provide a vehicle for student 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’.

Research evidence internationally consistently shows that whilst teachers exercise the most important direct influence on student progress and attainment, it is school principals who have the second most important influence (Leithwood et al., 2006). It is important, therefore, to note that the PYP leaders investigated in this study pursue their work in the context of the larger school structures and cultures and that these are the responsibility of the whole school director/principal’s responsibility.

Major categories of effective leadership practices have been identified in a series of recent international reviews as ‘transformational’ (e.g. Leithwood et al., 2006) and ‘instructional’ (Robinson, et al., 2009). Leithwood’s work on ‘transformational leadership’, has developed a classification system i.e. *Setting Directions, Developing People, Redesigning the Organization and Managing the Instructional Program* and, more recently, *Working with the Community*.

His and other empirical international research (e.g. Day et al., 2011) reveals that such school leaders ‘set directions’, or create a compelling sense of purpose in their organizations, by developing a shared vision of the future, helping build consensus about relevant short-term goals and demonstrating high expectations for colleagues’ work (e.g. Day et al., 2000). It also shows that effective whole

school leaders engage in 'developing people', by providing support for individual colleagues' ideas and initiatives, providing intellectual stimulation (e.g. reflect on existing practices, question taken-for-granted assumptions and consider new practices) and modelling important values and practices ('walk the talk'). In terms of 'redesigning the organization' leadership practices include building a collaborative school culture, creating structures to encourage participation in decision-making, and building productive relationships with parents and the wider community. Finally, effective leaders work directly to improve teaching and learning (managing the instructional programme) by, for example, monitoring pupil progress, hiring (with governors) skilled staff, buffering staff from external distractions and aligning resources with instructional priorities, and in many instances, modelling good practice on their own contribution to leading in the school or particular departments.

The longest running multi-perspective research into the work of successful school principals internationally has been undertaken in the International Successful School Principals' Project (ISSPP). Here, a network of researchers from 25 countries has conducted research over a twelve year period in different schools, in different cultural and socio-economic contexts. This has found that successful leaders across the world hold similar views, possess similar qualities and use similar strategies, though at different times, in different ways and different combinations, appropriate to their diagnoses of need to achieve success. We know also that it is not their 'styles' or 'personalities' that are the most important factors in their success. It is their values, qualities, practices and behaviors that count most. Successful principals are also those whose educational agendas go far beyond meeting the demands of external systems of performativity and strict accountability; rather, they encourage the development of communities of learning, supporting a strong, mutually supportive, collective service ethic. These leadership practices are common across contexts *in their general form* but highly adoptable and contingent *in their specific enactment*. As Ray, Clegg and Gordon (2004) explain, leadership is a 'reflexively automatic' activity and such activity is never unaffected by context.

In one sense, then, we 'know' already what successful principals looks like and how they act. In America, the Task Force on Developing Research in Educational Leadership of Division A of the American Educational Research Association presented a summary of well documented understandings of the power of 'transformational leadership' (Leithwood and Riehl, 2005). A meta-analysis of the quantitative research on effective leadership (Robinson et al., 2009) identified the prime importance of 'instructional leadership'. More recently, these understandings have been developed into ten strong research based claims for successful school leadership', as part of a government funded national project in

England (Day et al., 2011) and the development of a more nuanced understanding which recognizes that successful leaders combine transformational and instructional leadership into different forms of context sensitive, timely values-led integrated leadership strategies.

It has been shown that these particular leadership practices, along with others, are most effective when they are widely distributed across the organization (Bell et al., 2003; Spillane, 2001) but that effective whole school leadership distribution is progressive over time and associated with the development of 'relational trust' (Bryk and Schneider, 2002; Day et al., 2011). Where leadership is distributed through the creation of formal leadership positions there is greater potential for organizational growth and change (Spillane et al, 2001:8). Unpacking the relative effects of different patterns of distribution of leadership practice has become an important goal for recent leadership research. Contemporary studies have explored the relationship between different forms of distributed leadership practice and pupil outcomes (Harris, 2004, 2005; Gronn, 2000, 2002; Spillane et al., 2001; Mulford et al., 2003). Although the focus in this study is distributed leadership practices as they apply to those with responsibilities for the leadership and management of the primary years' curriculum, their work, and its relative success, must be understood within the context of whole school leadership.

The research was based upon the mixed methods, multi-perspective case study protocols for studying school leadership established and validated by the International Successful School Principals' Project (ISSPP) (Day, 2010) and was conducted in six schools with different histories of PYP use and in different European countries. The broad aims and objectives of the project were formulated to answer the following research questions posed in the original IB Tender:

- i) What are the leadership styles of IB Primary Years Programme school leaders? What patterns exist in the styles of leadership adopted by these leaders?
- ii) What is the impact of the implementation of the Primary Years Programme on school leadership styles?
 - a. How consistent are these leadership styles with the inquiry based principles and ideals of the Primary Years Programme?
 - b. What changes in leadership styles do school leaders and teachers believe have arisen from the adoption of the Primary Years Programme?
- iii) What are the commonalities and/or differences as identified from a comparative analysis of the data from teachers and school leaders?

- a. Do teachers and school leaders hold similar views on the styles used to support teacher development? Organizational design? Instructional leadership?
- b. Do teachers and school leaders understand the tenets of leadership differently?

2.2 Research Design and Organization

2.2.1. Overview of Research Design

The research employed a mixed method, multi-perspective case study design, using staff surveys and in-depth interviews in each case to explore the above questions. Qualitative and quantitative instruments were based upon existing protocols used in the International Successful School Principals' Project (ISSPP). These were adapted to address the specific research questions of the project, trialed in a pilot school and adapted accordingly.

2.2.2. Questionnaire design and analysis

i) Design

The questionnaire was designed principally as a tool to contribute to the qualitative analysis of the six case studies. It allows for a larger number of participants to have their views heard in this research that would be the case through the site visits and interviews alone. Whilst the questionnaire is principally intended as a contribution to the analyses of individual cases, the use of the same instrument with each case study also allowed for comparisons across cases, and for responses to be combined.

ii) Sections and structure

The questionnaire is comprised of five main sections and a total of 147 items. The first three sections were constructed by adapting three existing instruments:

- a) The first section was comprised of 8 questions concerning the profile of the respondent, including details of their school, their teaching, experience, current role. This drew from similar profiling questions used in the questionnaire element of the International Successful Schools Principals Project (ISSPP) study (Day, 2010; Klar and Brewer, 2013).
- b) The second section explored issues concerning the implementation and operation of the PYP. The 33 questions in this section drew from a questionnaire used in previous studies on this topic undertaken by Hall et al., (2009).

- c) The 35 questions in the third section of the questionnaire drew from the questionnaire used in the ISSPP protocols to examine attitudes towards the leadership of the school and in particular of the Headteacher (Day, 2010; Klar and Brewer, 2013).
- d) The fourth (concerning the principal) and the fifth section (concerning the PYP co-ordinator) comprised of 34 questions (in each section). They focused on the extent to which the school Principal and the PYP coordinator were believed to display the qualities outlined in the PYP learner profile. This was a new instrument which asked questions based around the differing aspects of the learner profile (see: <http://www.ibo.org/benefits/learner-profile/>). Using the learner profile materials and drawing on Bullock (2001), the 10 aspects of the learner profile (inquirer, knowledgeable, thinker etc.) were operationalised to result in 34 items, each corresponding to one question. This can be seen in the final two sections of the questionnaire in appendix 6.1.

iii) Completion

Respondents were able to complete the questionnaire in one of three different forms. All participating schools were provided with an electronic version of the questionnaire as a word document attached to an e-mail, a link to a web page with an online version of the questionnaire and the offer of a hard copy of the questionnaire, to be provided by the case study researchers during their visits. In total 86 questionnaires were completed by respondents across the six case study schools. However, because of very different sizes of the schools, the actual number of respondents in each case study varied greatly as shown in Table 2.1.

Case study school	Number of questionnaires administered	Number of respondents			Completion %
		Teachers	Leaders	Total	
School 1	27	9	1	10	37
School 2	28	4	6	10	36
School 3	33	5	2	7	21
School 4	5	2	0	2	40
School 5	11	7	1	8	73
School 6	86	41	8	49	57
Total	190	68	18	86	45

Table 2.1: Completion rates

iv) Reliability

Although the response rates between the different cases varied, tests undertaken of the different sections of the questionnaire showed each to be highly reliable, with Cronbach's alpha value for each section exceeding .90, easily exceeding the threshold of .70. The specific value of alpha is shown in Table 2.2 below.

Section	Value of Chronbach's alpha
Questions about the implementation of PYP	.922
Questions about the leadership of the school	.986
Questions about the Principal and the characteristics of the learner profile	.989
Questions about the PYP coordinator and the characteristics of the learner profile	.960

Table 2.2: Reliability tests

Although these high values suggest that there may be some redundancy in the questions provided in what are new, or adapted scales, they also suggest a high level of reliability of responses to these different aspects of the questionnaire.

v) Use of Median and the Kruskal Wallis test

The analysis of questionnaire data in this study is based on the use of median as a measure of central tendency and the use of two linked tests, Kruskal Wallis and Mann Whitney U, as comparative analysis of the distribution of responses. The means of analysis of data from questionnaire items like the one used in this instrument have been the subject of some debate (see for example: Jamieson, 2004; Norman, 2010 and Peel, 2005) but because these data were not normally distributed, and as the level of measurement of Likert scale data is 'ordinal' (and not 'scale' or 'ratio'), we elected to use non-parametric tests to compare the distribution of responses. These analyses in part rely on median values and so, to be consistent, we also used median as the measure of central tendency when summarizing responses to different items.

2.2.3. Introduction to Case Study Schools

This research is based upon case studies of leadership in six PYP schools. Table 2.3 below provides an overview of these six case study schools. Schools were drawn from responses to requests to participate to all IB schools in Europe and selected through the use of a number of hierarchically ordered 'filters' i.e. i) geographical spread; ii) length of times of 'PYP' schools; and iii) size. As noted earlier, neither schools nor individuals are named in this Report and so each of the following schools are associated with a number from 1-6. These numbers are used throughout this Report.

School pseudonym	School size	Number of staff	Number of interview participants		Year of accreditation with PYP
			Teachers	Leaders	
School 1	500 on PYP (900 total)	27, all in PYP	6	4	2003
School 2	600 at PYP phase (1400 total)	28, all in PYP	6	3	1999
School 3	200 at PYP phase (400 total)	33, all in PYP	12	4	1999
School 4	38	5, all in PYP	2	3	2012
School 5	66 at PYP (97 total)	11 in PYP (20 in total)	7	2	2010
School 6	663 at PYP phase (1200 total)	86 in PYP (179 total)	5	3	1997

Table 2.3: Summary of school contexts

Qualitative data were collected through interviews conducted with a purposive sample of school leaders and teachers from each school. In addition, school management documentation was collected and incorporated into the analyses. Each interview was, on average, 45 minutes in length. All interviews were digitally recorded and partially transcribed. Interviews were analysed shortly after they had been conducted to ensure that emerging themes were fed into the research process. Interview transcripts and other forms of qualitative data were coded, categorized and transferred into analytical matrices (Miles and Huberman, 1994). These were used to refine emergent themes, identify patterns, focus subsequent data collection, and synthesize key attributes at and across individual levels. Grounded theory coding techniques were used to define, revise and specify influences, capture variations and emerging variables in the process of investigation and thus allow the researchers to ‘remain attuned to the subjects’ views’ of their realities (Charmaz, 2000:515). Individual school case reports were produced. Issues drawn from each were then subject to cross-case analysis.

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Section 3

Findings and Implications

The findings of this research are reported in three main sections. The first of these outlines the overarching issues identified in the results from the questionnaire analyses. This is followed by reports of PYP leadership issues in each of the case study schools. In the following section these are compared in a cross-case analysis.

3.1. Questionnaire Results

3.1.1. General trends

The most striking feature was the extent to which respondents agreed with the statements provided in each question. Figure 3.1 shows the distribution of responses across the different response categories for all of questions and all respondents.

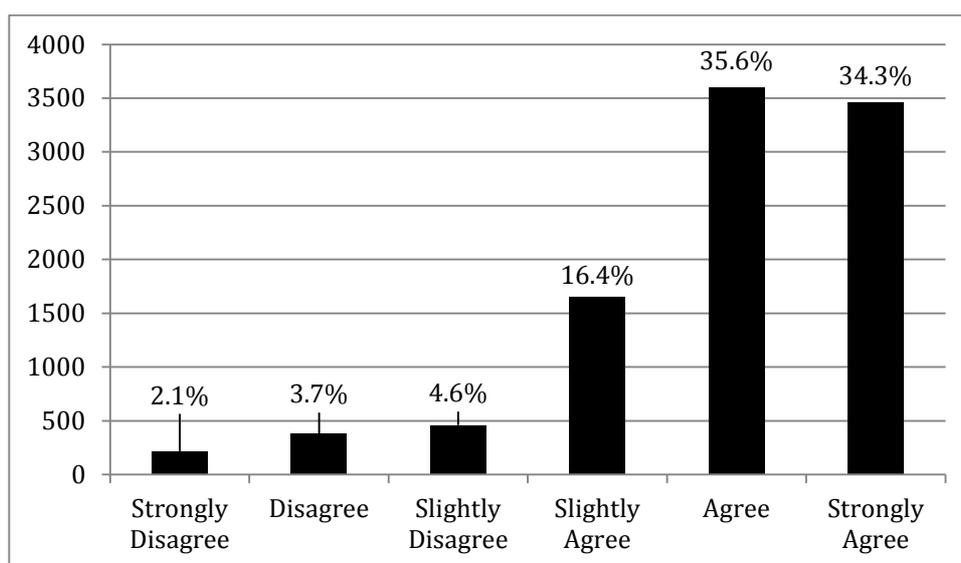


Figure 3.1: Distribution of responses across the questionnaire.

Of the total of 10094 item responses, around 3.1% (316) were 'not applicable'; 10.5% (1056) fell in the 'disagree' range of responses (i.e. from strongly disagree to slightly disagree) and 86.4% (8722) fell in the 'agree' range of responses (i.e. from slightly agree to strongly agree). *This suggests a broadly positive perception of the three issues explored in this questionnaire.* Each of these is discussed in the following sections.

i) Implementation of the PYP

The first section examined respondents' attitudes towards the implementation and operation of the PYP in their school. As shown in Figure 3.2, this follows the

same broad distribution of responses seen overall, with the considerable majority (87.7 %) of responses falling into the ‘agree’ range.

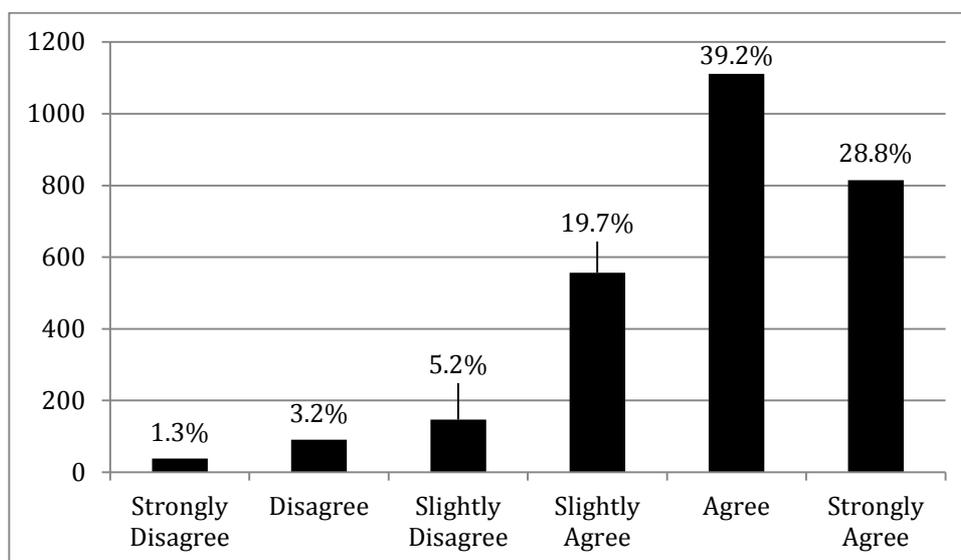


Figure 3.2: Distribution of responses to questions about the implementation and operation of the PYP.

The questions that received *the highest responses from participants highlight what appear to be both very positive views of the PYP itself and its implementation.* The four questions with median scores of 6, (which corresponds to ‘strongly agree’) are shown in Table 3.1.

Question	Median
3.1. This principal is committed to the principles of the IB Primary Years Programme.	6.00
3.11. Teachers are provided with on-going professional development related to IB principles.	6.00
3.12. Teachers are provided with other professional development opportunities.	6.00
3.18. Overall, the benefits of the PYP are worth the investment.	6.00

Table 3.1: Highest median scores in section 1.

As shown in Table 3.1 above, three of these questions referred directly to the PYP and the fourth to professional development. *The most positive responses are linked to issues of professional learning and the PYP principles.* The lowest median scores are shown in Table 3.2 below. Two of these relate to the role of the principal, the other to parents and involvement of students in school decision making.

Question	Median
3.9. Staff values and knowledge in relation to teaching, learning and behaviour are challenged by the Principal	4.00
3.15. The principal at this school has developed strategies to integrate the PYP curriculum framework and the local curriculum	4.00
3.17. Parents understand student expectations regarding the IB-PYP.	4.00
3.22. Students are empowered to participate in making decisions about the direction of the school	4.00

Table 3.2: Lowest median scores in section 1.

One of the consistent themes was the influence of the school executive headteacher upon the leadership roles and responsibilities of PYP coordinator. If the PYP coordinator is the person charged with working closely with teachers to develop their practices in relation to the PYP, as repeatedly shown in the case studies, then this would explain these slightly lower results in questions about the extent to which the school executive principals worked directly with teachers on their practices. The other two questions refer to parental understanding of the PYP and to students' involvement in school decision-making. Although these questions all received the equal lowest median score than other questions in this section, the median of 4 still corresponds to 'slightly agree', on the Likert scale.

ii) The school executive principal.

The second part of the questionnaire comprised of 35 items. These examined respondents' attitudes towards their principal. The results can be seen in Figure 3.3 below.

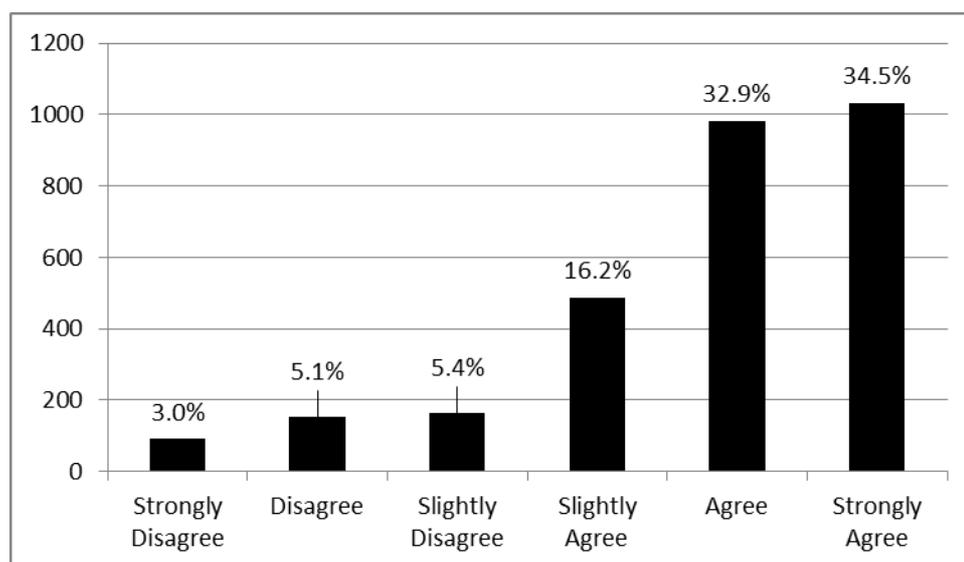


Figure 3.3: Distribution of responses to questions about the school principal.

This section explored respondents' attitudes towards three elements of the work of executive principals: their personal qualities; the strategic elements of their work; and perceptions of their direct involvement in their work of teachers. The questions with the highest median scores referred to personal qualities, specifically in reference to their passion for the well-being and achievement of pupils, and to the strategic elements of their role, specifically in expressing high expectations for staff. 83.6% of the responses fell in the 'agree' range. What is notable in the responses to this section is that 'strongly agree' was the most frequently selected response of all responses. This differs from the previous section, where 'agree' was the most commonly selected response. Despite this frequent selection of 'strongly agree,' however, there were only two questions with a median value of 6. These are shown in Table 3.3.

Question	Median
4.4. Passionate about the well being and achievement of all pupils	6.00
4.33. Expresses high expectations for staff in relation to teaching	6.00

Table 3.3: Highest median scores in section 2.

The two questions with the lowest median scores referred to the work of the executive principal with the local community. Responses to these are shown in Table 3.4.

Question	Median
4.17. Promotes the school in the local community	4.00
4.19. Builds trust within the local community	4.00

Table 3.4: Lowest median scores in section 2.

These lower median scores of 4 correspond to a response of 'slightly agree'.

iii) The extent to which the principal and PYP coordinator displayed the qualities of the IB learner profile

The third and fourth sections comprised of two repeated sets of 34 questions. The third section asked about the extent to which respondents believed their principal displayed the qualities outlined in the IB Learner Profile. The fourth section asked the same questions of the PYP coordinator. The results of these two sections have been combined. The distribution of these responses is shown in Figure 3.4.

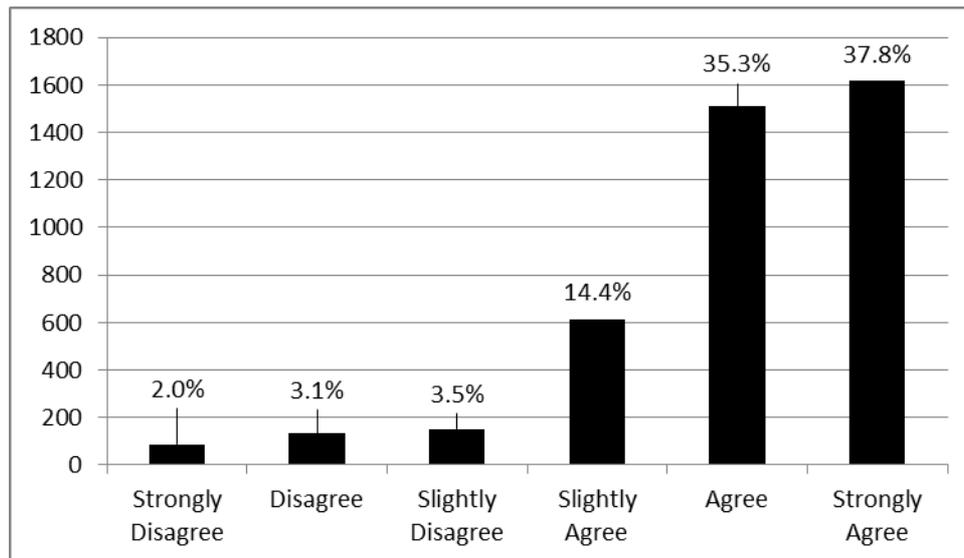


Figure 3.4: Distribution of responses to questions about leadership and the learner profile.

The most commonly selected response in these sections was ‘strongly agree’. For the questions referring to the principal, the lowest median response is 5, equating to ‘agree’, suggesting that respondents believed that *their principals displayed many of the characteristics associated with the learner profile*. This median value of 5 is found in 31 of the 34 questions. Two of the remaining three questions, which referred to the principal being respectful, have a median of 5.5; and one of the remaining three questions has a median of 6 and referred to the principal’s honesty. The *responses concerning the PYP coordinator were even more positive*, with a lowest median score of 5, and a highest median score of 6, in 10 of 34 questions. These were:

- 6.1. My PYP coordinator is enthusiastic about their own learning
- 6.3. My PYP coordinator displays curiosity about educational issues
- 6.12. My PYP coordinator is willing to listen to others
- 6.13. My PYP coordinator effectively collaborates with others
- 6.14. My PYP coordinator acts with integrity
- 6.15. My PYP coordinator is honest
- 6.16. My PYP coordinator is respectful
- 6.24. When facing challenges my PYP coordinator is resourceful
- 6.29. My PYP coordinator recognises the need to work with others
- 6.34. My PYP coordinator is reflective

Overall, then, the views of respondents suggest that they perceived their PYP coordinator to display the qualities associated the Learner Profile.

3.1.2. Cross-school analyses

Three analyses were conducted on the combined data in order to *compare views of respondents across the six case study schools*. The analyses were undertaken using an Independent-Samples Kruskal-Wallis Test, a non-parametric equivalent

of Anova. The test ranks responses from all respondents and then compares the average ranks of different groups. *No significant differences were found in the attitudes between respondents with different levels of responsibility.* However, the independent samples test did show significant differences between respondents from different schools in three of the four sections of the questionnaire.

i) Working conditions

This section comprised 13 questions. Although most responses were in the 'agree' range and the median for all schools were, as a result, also in the 'agree' range, responses to 8 of these showed significant differences in strength of agreement. An example of this distribution is shown in Figure 3.5. This shows the box plot for responses to question 3.8 which asked participants to respond to the statement 'School values support teacher initiative, experimentation and change for the benefit of pupils'.

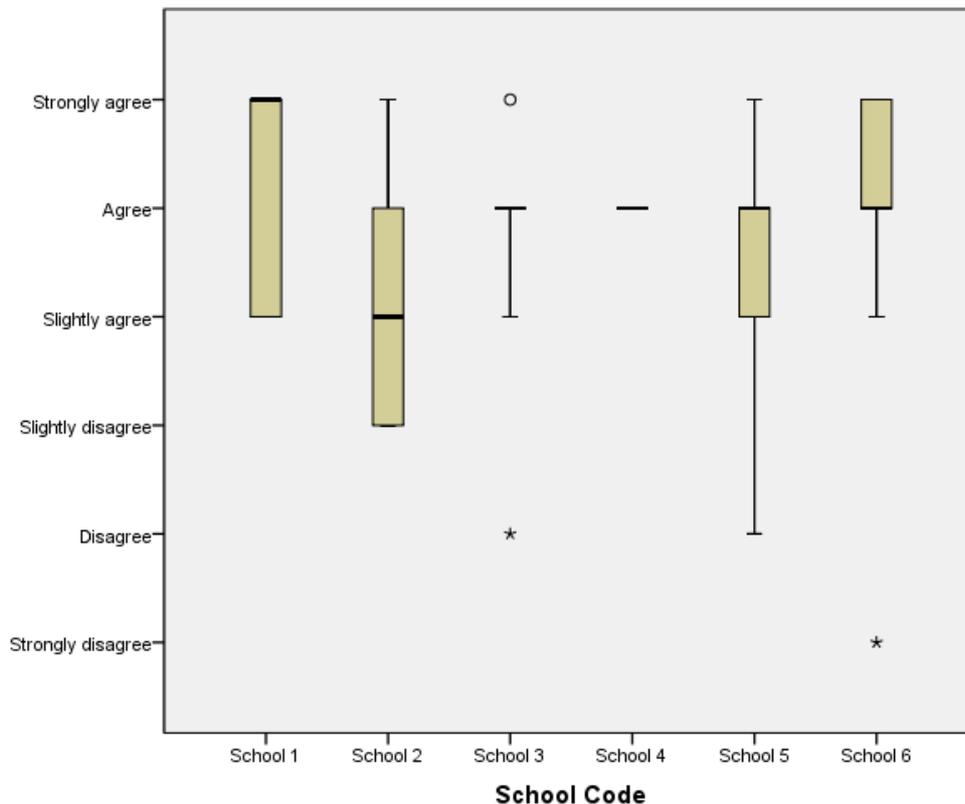


Figure 3.5: Boxplot for item 3.8: School values support teacher initiative, experimentation and change for the benefit of pupils¹.

Few responses were less than 4 (slightly agree) but the distribution in Schools 1 and 6 is higher than others. Responses to one question showed greater levels of disagreement than others. This concerned the extent to which staff were empowered to participate in decision- making processes. Responses from School

¹ Box plots show the distribution of responses. Any circles or stars show outliers. These are responses from respondents which are very different from the bulk of other respondents. Circles show outliers, stars show extreme outliers.

6 to most of these questions were more positive than for other case studies, with the exception of the item referring to teacher involvement in decision-making, where the responses from School 1 were higher than in other schools.

ii) Student participation

This aspect of the questionnaire explored respondents' views of the conditions for learners in their school, and of the opportunities that their students had to take ownership of their learning. Overall there was broad agreement amongst respondents from different schools that the conditions for their students' participation were good. This can be seen in Figure 3.6, a box plot for question 3.16: "The school provides opportunities for students to take ownership of their learning experiences." The distribution of responses varies between respondents from different case study schools, but remains in the 'agree' range.

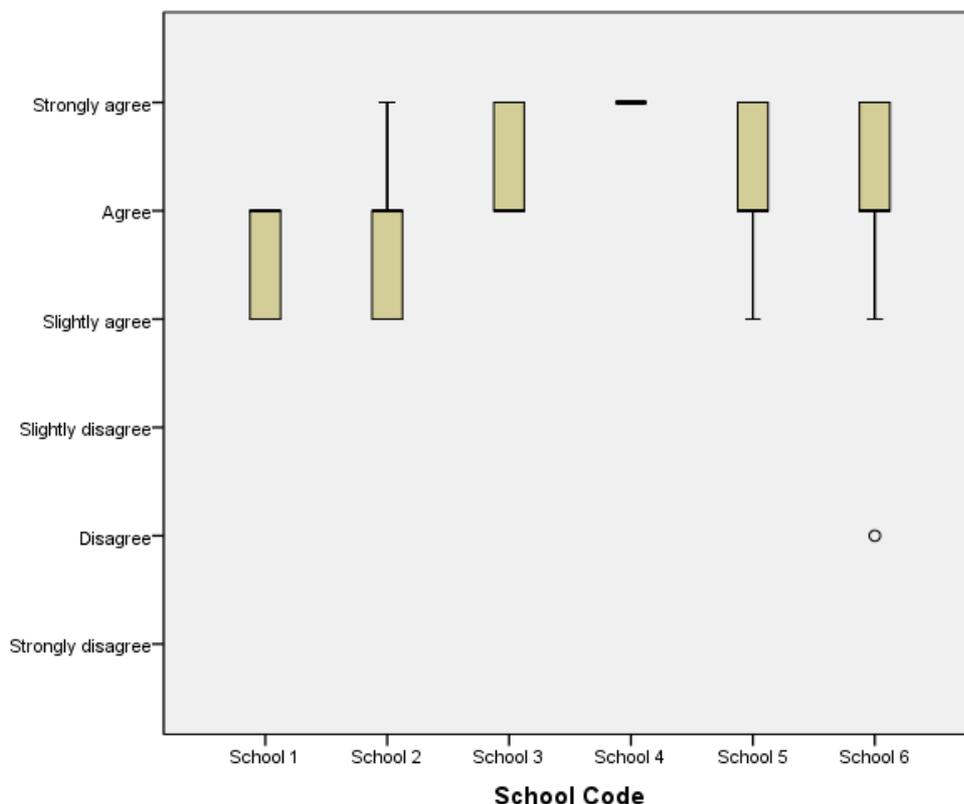


Figure 3.6: Boxplot for item 3.16: The school provides opportunities for students to take ownership of their learning experiences.

iii) Student participation in school strategic decision-making

The one exception to broad agreement was in the patterns of responses to question 3.22. This asked participants to respond to the statement 'Students are empowered to participate in making decisions about the direction of the school'. The distribution of responses to this question can be seen in Figure 3.7. The School 2 is in the 'disagree' range, suggesting that this school provides fewer opportunities than others for students to take ownership of their own learning experiences.

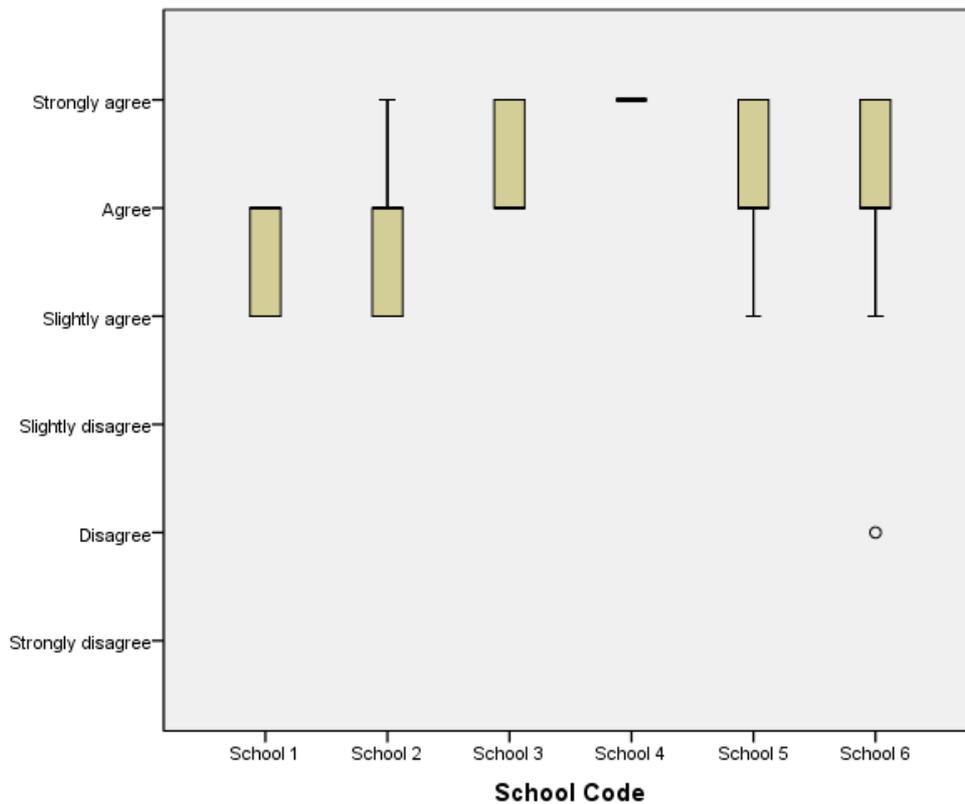


Figure 3.7: Boxplot for item 3.22: Students are empowered to participate in making decisions about the direction of the school.

iv) Principals' commitment to PYP principles

There were statistically significant differences between the attitudes of respondents in different schools in only one of the questions, which asked participants to respond to the statement “This principal is committed to the principles of the IB Primary Years Programme”. *There were statistically significant differences in the responses from the School 5 and 6, and School 2 and 6.* The distribution of these responses is shown in Figure 3.8.

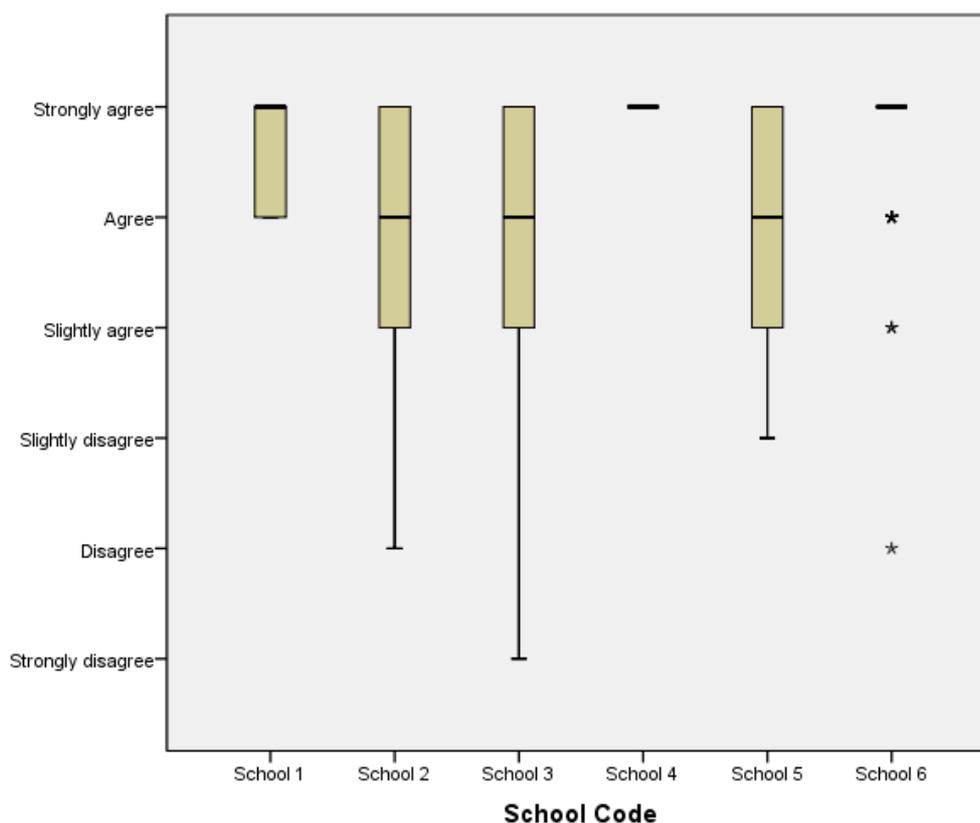


Figure 3.8: Boxplot for item 3.1 This principal is committed to the principles of the IB Primary Years Programme.

The box plot in Figure 3.8 shows the distribution of responses for the respondents from each of the schools. The vertical axis refers to the responses on the Likert scale with the highest response, 'Strongly Agree' coded as 6. The distribution of responses from School 6 is higher and statistically different from the other schools. It is interesting to note that school 6 had by far the largest number of respondents to this questionnaire (49), and yet in this question all but two outliers (shown as stars in figure 3.8) selected 'agree strongly' as the response to question 3.1 concerning the commitment the Principal displays towards to Learner Profile. Given the number of respondents from school 6 this reflects a significant consensus (albeit with the two outliers noted above) in this view held by staff from across the school.

v) School principals: qualities, strategies and relationships

The second section drew from a questionnaire established for the ISSPP project. This was comprised of 35 questions. These sought the views of the respondents on the personal qualities of the executive principal; the strategic elements of their work; and aspects of their work that entailed working directly with staff. Schools were compared by means of an Independent-Samples Kruskal-Wallis Test.

Table 3.5 shows the average ranks for respondent attitudes in each school towards questions in this section of the questionnaire. In all but one of the 35

questions, there are at least some significant differences in the distribution of responses from different case study schools. The questions which showed no significant differences were in response to the statement, 'Has good relations with the School Board/School Authorities'. For that reason no mean ranks have been reported for question 4.26. For all other questions the case with the lowest ranked average responses for each question is shown on the left side of Table 3.5 and the highest ranked on the right. For ease of reference the case study schools have been colour coded in this table, with the same school coloured the same on each row. The intention is that this should allow for easy comparisons between schools and for different questions.

The numbers shown in the cells in this table indicate the mean 'rank' of the respondents from each case. This is a way of comparing non-parametric data. Each question in this questionnaire has 6 coded responses where strongly disagree corresponds to 1 and strongly agree corresponds to 6 (the response 'not applicable' was coded as missing data for this purpose and so does not contribute to this mean rank). The results to these questions were then ranked, with the lowest recorded response on the scale receiving the lowest rank and vice versa. The ranks for participants from each school were then averaged. Table 3.5 shows the average ranks for the responses from participating schools. The average rank is shown as a number, for example in item 4.1, concerning ethical use of power, the average rank of the respondents from school 3 was 52.21. This meant that the overall view of respondents from this school ranked higher up the scale i.e. closer to agree strongly, than for respondents from other schools.

	Lowest Ranked					Highest ranked
4.1. Ethical use of power	School 2 14.10	School 4 16.50	School 5 20.50	School 1 49.90	School 6 51.61	School 3 52.21
4.2. Persistently working for high academic achievement	School 5 22.38	School 2 22.40	School 3 32.50	School 1 33.50	School 6 53.85	School 4 68.50
4.3. Passionate about the well being and achievement of all staff	School 5 19.69	School 2 19.70	School 4 22.00	School 1 39.20	School 3 44.29	School 6 53.22
4.4. Passionate about the well being and achievement of all pupils	School 2 18.80	School 5 24.19	School 1 31.05	School 3 41.57	School 6 53.02	School 4 63.50
4.5. Always hopeful about improvement	School 2 22.20	School 5 25.14	School 3 32.86	School 1 38.00	School 6 50.73	School 4 63.50
4.6. Respectful towards all staff and pupils	School 4 15.50	School 2 21.55	School 5 22.81	School 3 45.79	School 6 49.51	School 1 56.55
4.7. Treats teachers as professionals	School 2 21.15	School 5 21.50	School 4 39.50	School 3 42.14	School 1 46.50	School 6 50.54
4.8. Gives a sense of overall purpose	School 5 14.07	School 2 21.40	School 1 31.70	School 3 42.93	School 4 49.00	School 6 52.76
4.9. Courageous in all circumstances	School 2 15.90	School 5 17.79	School 1 33.70	School 3 49.50	School 6 50.04	School 4 67.00
4.10. Initiates new projects	School 2 24.75	School 5 29.31	School 1 29.90	School 3 39.29	School 6 51.92	School 4 70.50
4.11. Plans strategically for the future	School 2 17.50	School 5 29.67	School 1 33.05	School 3 35.14	School 6 50.45	School 4 67.50
4.12. Facilitates effective communication in small groups	School 2 18.40	School 5 24.21	School 1 38.10	School 3 42.50	School 6 48.42	School 4 55.00
4.13. Facilitates effective communication in large groups	School 2 17.35	School 5 19.14	School 1 40.35	School 4 42.00	School 6 50.04	School 3 52.14
4.14. Encourages staff to evaluate, refine and improve their practice	School 5 17.93	School 2 23.16	School 1 32.20	School 3 42.57	School 6 51.18	School 4 52.00
4.15. Encourages staff to inquire about their own practice	School 5 14.86	School 2 23.40	School 1 33.85	School 3 35.43	School 4 52.00	School 6 53.34
4.16. Distributes leadership	School 4 8.25	School 2 23.80	School 5 37.56	School 1 38.00	School 6 47.99	School 3 64.93
4.17. Promotes the school in the local community	School 2 14.80	School 5 34.25	School 3 39.64	School 4 40.00	School 6 40.17	School 1 52.50
4.18. Celebrates school successes	School 2 19.70	School 1 30.30	School 4 32.00	School 5 35.38	School 6 50.88	School 3 52.29
4.19. 19. Builds trust within the local community	School 2 16.00	School 4 20.75	School 5 23.80	School 3 35.00	School 6 38.49	School 1 41.00
4.20. 20. Holds high expectations for others	School 2 22.20	School 1 28.78	School 5 30.12	School 3 32.43	School 6 49.61	School 4 65.00
4.21. 21. Acts as a role model as the leading learner	School 5 16.75	School 2 17.65	School 4 33.50	School 1 36.90	School 3 41.14	School 6 55.23
4.22. Offers ideas about new and different ways of doing things	School 5 22.75	School 2 25.25	School 1 31.05	School 3 42.71	School 6 52.10	School 4 72.00

4.23. Promotes democratic principles	School 2 16.00	School 4 31.00	School 5 31.88	School 3 44.43	School 1 49.86	School 6 50.10
4.24. Manages tensions between individuals and groups	School 5 22.94	School 2 24.45	School 3 40.93	School 4 41.00	School 1 44.89	School 6 47.57
4.25. Is an effective facilitator of educational discussions	School 2 17.30	School 5 17.62	School 1 38.85	School 4 44.00	School 3 46.93	School 6 53.51
4.26. Has good relations with the School Board/School Authorities	N/A, i.e. the KW test shows no significant differences between schools.					
4.27. Actively intervenes in promoting teachers' learning	School 5 17.38	School 2 24.20	School 1 28.35	School 3 36.71	School 4 45.50	School 6 55.05
4.28. Promotes awareness of global issues	School 2 18.30	School 5 28.56	School 1 34.45	School 3 36.21	School 6 52.62	School 4 76.50
4.29. Monitors standards of teaching, learning and behaviour throughout the school	School 5 12.64	School 2 23.80	School 3 37.64	School 1 38.39	School 6 51.27	School 4 61.25
4.30 Ensures that core values are regularly articulated and communicated throughout the school	School 5 17.43	School 2 24.05	School 1 32.30	School 3 45.64	School 6 51.20	School 4 53.75
4.31. Works towards consensus in establishing priorities for school goals	School 2 19.55	School 5 23.25	School 1 39.80	School 3 43.71	School 6 50.36	School 4 58.75
4.32. Shows a willingness to change in the light of new understanding	School 2 19.75	School 3 35.36	School 5 38.38	School 4 40.75	School 1 42.06	School 6 49.02
4.33. Expresses high expectations for staff in relation to teaching	School 2 27.40	School 1 27.75	School 5 28.31	School 3 34.07	School 6 52.99	School 4 64.00
4.34. Expresses high expectations for staff in relation to learning	School 5 17.50	School 3 20.50	School 2 21.60	School 1 27.30	School 4 54.00	School 6 54.02
4.35. Expresses high expectations for staff in relation to student behaviour	School 1 22.75	School 2 29.20	School 5 34.00	School 3 35.36	School 6 52.75	School 4 59.25

Table 3.5: Average ranks result for case study schools.

The respondents from the School 6 tended to be ranked higher than respondents from other schools. In other words their responses tended to be closer to the 'agree strongly' end of the range than for respondents from other schools. The questions in this instrument have all be coded and analysed so that a higher number in the response, and a higher rank, means that a more positive view is being expressed. The opposite was true for the average rankings for School 2, which regularly falls on the left of the range, i.e. rankings tended to be lower than for other schools. These tended to vary between these two extremes.

This section of the analysis highlighted some significant differences in the perceptions of the leadership approaches of different principals. An example of these differences can be seen in Figure 3.9 which shows the boxplot for the statement 'Works towards consensus in establishing priorities for school goals'.

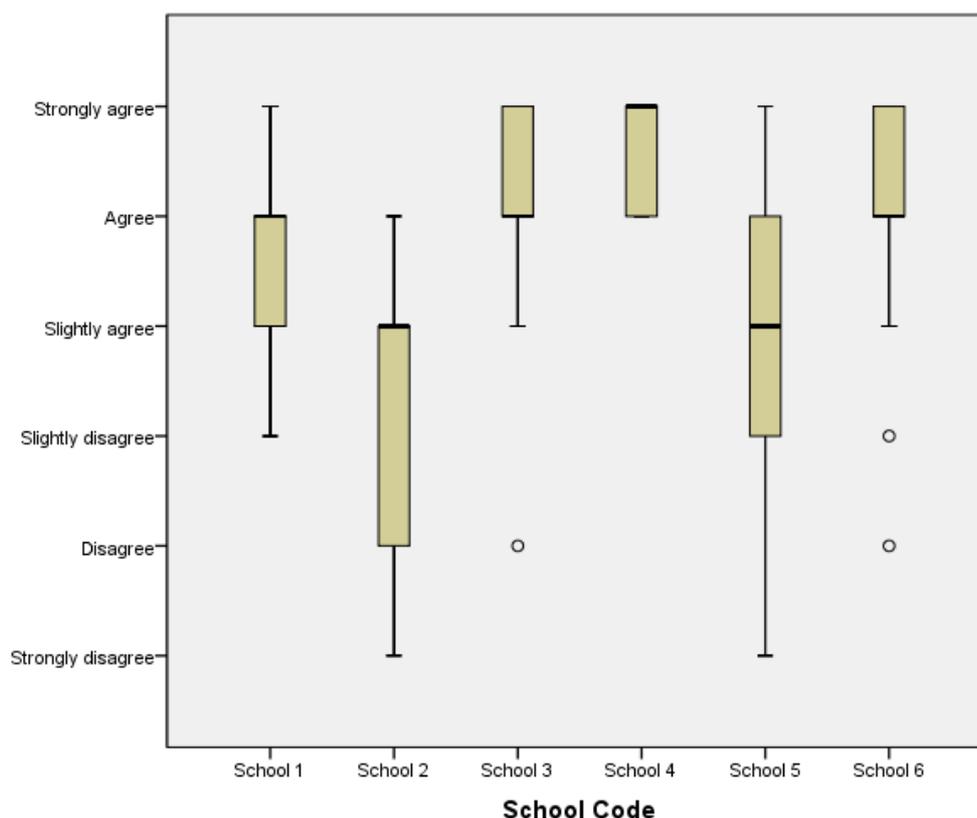


Figure 3.9: Boxplot for item 4.31: Works towards consensus in establishing priorities for school goals.

These responses suggest some differences between the extent to which teachers in different schools felt that they had been consulted over the priorities for school development.

3.1.3. Attributes of the IB Learner Profile: Similarities and differences between perceptions of Principals and PYP co-ordinators

The final sections of the questionnaire explored the extent to which respondents believed that their principals and PYP coordinators modelled the attributes associated with the IB Learner Profile. Perceptions that respondents had of their principals were compared to the perceptions they had of their PYP coordinators. In 28 of the 34 questions in this section, the Kruskal-Wallis test showed no significant differences between the perceptions that different respondents had of their principals and PYP-co-ordinators. This suggests that, with just a few exceptions, the PYP co-ordinator and principal in each case study school were both believed to show many of the attributes associated with the IB learner profile.

No significant differences were found between the attitudes of respondents from different schools to PYP co-ordinators. They were universally felt to possess the qualities outlined in the learner profile. *However, differences were found in three key areas.* Examples of these are provided below:

i) Example 1: Differences between schools about the extents to which principals reflected on practice

There were significant differences between the responses from the School 2 and others concerning principals' reflection on their own practice. It should be noted that the sample size for School 2 was very low in comparison to other schools in this study. This was the smallest of the case study schools and although a comparable proportion of staff participated in this study as had participated in other schools, because of its small size we only had the views of a very small number of respondents to draw from when discussing School 2.

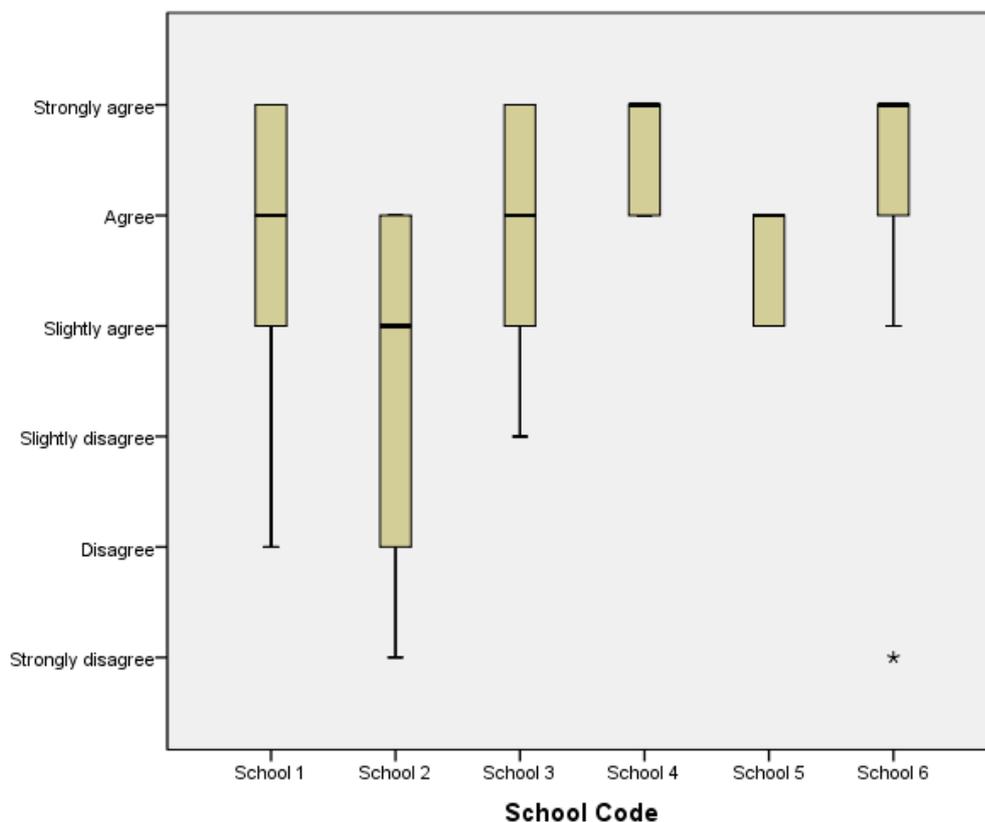


Figure 3.10: Boxplot for item 5.33: My principal thinks deeply about their own practice.

As shown in the previous section the responses for School 2 tended to fall more in the 'disagree' range. This was also the case for the questions about the extent to which the principal was believed to show the characteristics of the learner profile. As shown in Figure 3.10 the range of scores for School 2 are significantly lower, and more broadly spread, than the range of other schools.

ii) Example 2: Differences between schools about the extent to which principals work with others

Differences can also be seen in the comparison between the School 5 and 6 in response to the question, 'My principal recognises the need to work with others'.

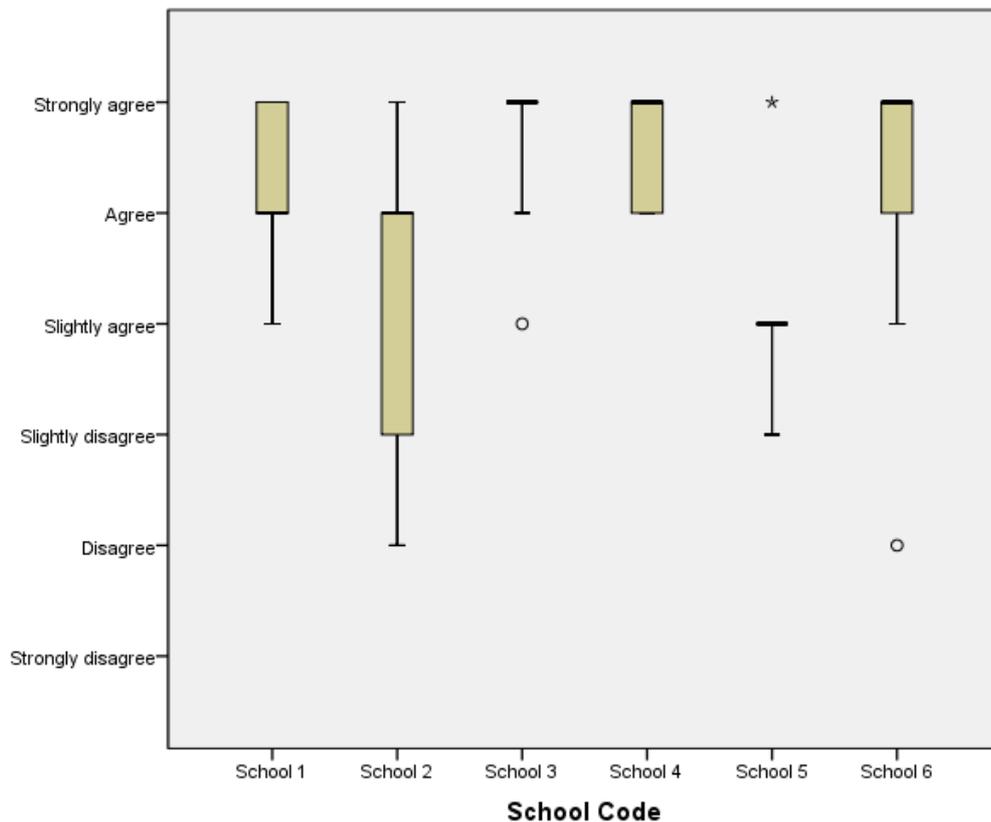


Figure 3.11: Boxplot for item 5.29: My principal recognises the need to work with others.

The responses from School 5 were all between 3 'slightly disagree' and 4 'slightly agree' (with most responses at 4), whilst the responses from School 6 were mainly between 5 'agree' and 6 'strongly agree'. The differences in the distribution of responses between School 5 and School 3 (Question 5.29) were also statistically significant.

iii) Example 3: Listening to others, being enthusiastic about own learning

One of the consistent features in the analysis of the questionnaire data was that in all schools the PYP coordinator was perceived to show more of the characteristics of the IB learner profile than the Principal. A closer analysis revealed that within this, a statistically significant difference was in the extent to which each was perceived to listen to others and demonstrate enthusiasm about their own learning. These are shown in Table 3.6.

Question	Sig.
1. Is enthusiastic about their own learning.	0.039
12. Is willing to listen to others.	0.015
13. Effectively collaborates with others.	0.027
23. Is willing to take risks.	0.044
26. Is able to balance the physical and emotional aspects of their work.	0.009
28. Is able to balance the intellectual and physical aspects of their work.	0.041

Table 3.6: Statistically different responses between PYP coordinator and school Principals.

Figure 3.12 shows that the distribution of responses to a question about the extent to which school principals and PYP co-ordinators are willing to listen to the views of others. Although almost all respondents agreed with this statement for both principals and PYP co-ordinators, the responses to the question about the PYP co-ordinator were less widely distributed, with a higher proportion of 'strongly agree' responses, than those for the equivalent question for the principals. In other words respondents were more likely to agree strongly with the suggestion that their PYP co-ordinator was willing to listen to the views of others.

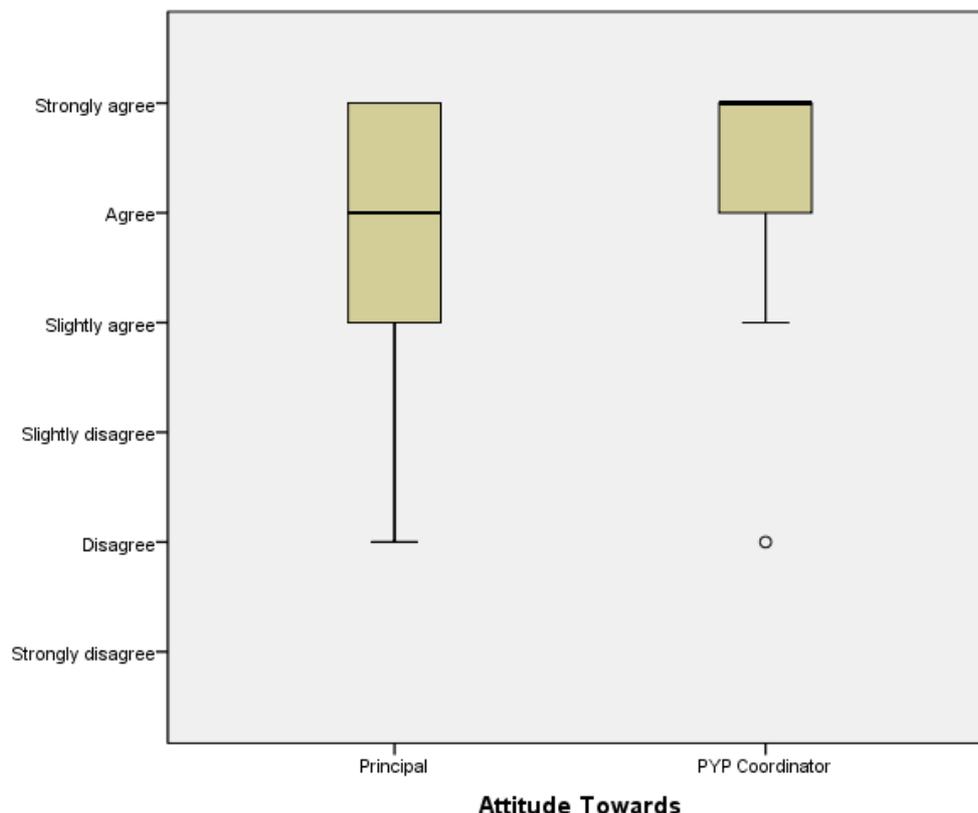


Figure 3,12: Boxplot for item 5.12 & 6.12. My Principal/PYP Coordinator Is willing to listen to others.

These data suggest that significant numbers of respondents felt that their PYP co-ordinators were more willing than principals to listen to others and collaborate, more enthusiastic about their own learning, more willing to take risks, and more able to balance the different elements of their work.

Summary of findings from the questionnaire

This section of the report has outlined the main findings from the compiled quantitative data from all six case study schools. This ultimately contributes to the cross case analysis in Section 5, but whilst the combination of this quantitative data with the issues arising from the six case studies is the most significant contribution that this questionnaire data makes to the overall findings, this section has sought to summarise issues directly related to the questionnaire itself. From this the following issues have arisen.

Issue 1: perceptions of the PYP. The respondents in all schools felt that the PYP was good value, and that it was actively promoted by their leaders who were committed to the programme. This raises a recurring issue of the role of the principal in the leadership of the PYP. This will be discussed more fully below.

Issue 2: the strategic role of the school principal. The role of the principals was believed to be strategic and related to, for example, establishing and sharing a vision, which provided clarity over the mission and goals of the school. Bringing these facets of leadership in line with the PYP is therefore, a significant element of the role of the principal.

Issue 3: the operational role of the school principal. In contrast, respondents did not believe their principals to be as directly involved in the implementation of the PYP as they were in the more strategic elements of their role. This included developing strategies for the implementation of the PYP as well as liaising with parents. This raises the question about who does undertake this work, if not the principal.

Issue 4: contrasting views of the principal and PYP coordinator. Responses to the final two sections of the questionnaire suggest that respondents believed that both their school principal and PYP co-ordinator displayed the qualities associated with the learner profile, but they also believed that the PYP co-ordinator demonstrated the attributes of the learner profile more than their principal.

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Section 4

Findings from the Six Case Studies

4.1 PYP Leadership Contexts: Roles and Responsibilities

4.1.1. School 1: Developing the PYP role within a newly established lower school core team

Context

Established in 1997, this is the only school in the region to offer the International Baccalaureate. It provides IB education for students from pre-school to high school level, including the PYP, MYP and Diploma. It is run as a company but the Board of Directors consists of local politicians and representatives of businesses in the region. The fees paid by the parents of its 950 students from 60 different nationalities are restricted by the Board and are relatively low. One consequence of this is that the school is unable to offer competitive ‘packages’ to attract teachers as other international schools (though this does not apply to the post of head teacher). On the one hand, this means that the staffing is largely composed of teachers who come to the country for personal reasons and that there is more likelihood of better rates of teacher retention. On the other hand, they may or may not have had previous experience of the IB.

“It’s a challenge to make the DYP or the MYP or the PYP happen at the same time as fulfilling the state requirements.”(T10)

Leadership

The school has 27 teachers and 10 assistants. The co-ordination of MYP and PYP had been variously the remit of an MYP oriented co-ordinator of both PYP and MYP. The organisation is headed by an Executive Director. The school has experienced an exceptionally high turnover of headteachers over recent years. Three years on from a critical IB inspection report, the school had begun to prioritize PYP by strengthening the leadership and management structure. It now has its own principal, deputy principal and the PYP and MYP have their own co-ordinators, though this structure is a recent development. The newly appointed deputy principal, a teacher with 18 years experience, the last six at this school, remarked:

“Now there is now more of a presence. So the PYP co-ordinator is free to go to the teachers’ planning meetings and I am keen on in my role to do ‘management by walking around’. I pop in weekly to everyone’s class. That is how you get a picture of how the school is. In the past, the PYP staff were never a priority, brought to the forefront” (T5).

4.1.2. School 2: PYP co-ordinator as third tier leader, part of the core lower school leadership team

Context

This school has 1400 students on roll, including 600 in the primary phase. It was established to provide an international education for the children of the international community, is a non-selective non-profit organisation and is governed by the director and a board of seven governors of whom four are appointed by the intergovernmental organisation and three by parents. The student population is culturally diverse with 106 nationalities and 74 first languages represented. 81% of students have English as an Additional Language (EAL), with many at the early stages of learning English. There is a high rate of student transience (25% student turnover each year in primary grades), largely due to changes in parental employment with parents being posted overseas.

Leadership

The executive director of the school oversees the early years, primary, middle and high school phases. The school was instrumental in the creation of the Primary Years Programme (PYP) and is very proud of this long history: *“The school is a place where the PYP started out and the [teachers’] sense of connection to that is very important to the staff and there is a great pride associated with that.”* (T6) The primary section is led by the lower school principal. He is supported by a deputy principal and a PYP co-ordinator. *The principal views his role as: “the bridge between the senior leadership team (SLT) to the primary school”* (T5). One of the key changes was in the leadership structure, towards a flatter model of distributed leadership:

“We have an extended leadership team – the principal and eighteen leaders [comprising grade leaders and the leaders of literacy, mathematics, local language, PE; and the mother-tongue, English as a Second Language and Special Needs co-ordinators].....we’ve shifted the ownership to the group so they drive the agenda, drive the process.” (T5)

4.1.3. School 3: PYP co-ordinator as school section leader

Context

The school has been owned by the same trust since 1985. The ‘lower’ school has 16 staff who teach up to 200 children aged 3-11 (including a kindergarten). It has an upper school which follows both the IB middle years programme and diploma. Students are, therefore, able to progress from the PYP studied at the lower school on to the upper school where they can study the MYP and ultimately the DP. The school has been offering the PYP for more than a decade.

Leadership

There is an executive head of school who has been in post for ten years; and separate headteachers of the lower and upper schools. The headteacher of the lower school has been in post for just over 8 years, taking up this position 3 years after the school became authorised to deliver the PYP. The current PYP coordinator has been appointed for a period to cover the adoption leave of the previous PYP co-ordinator. This role has a 50% teaching timetable, with the remaining time devoted to overseeing the co-ordination of the PYP. This entails: regular, weekly or fortnightly, meetings with all year group teaching teams and specialist staff; oversight of planning documents using an online document store; oversight of an annual process for reviewing the PYP; arranging and sometimes providing CPD inputs and training sessions associated with the PYP and regular meetings with newly appointed staff as a part of an induction programme.

4.1.4. School 4: Headteacher as PYP co-ordinator

Context

The school is situated close to the centre of a large city and has 38 pupils in four classes. It moved to its current premises on a single floor of a multi-purpose building a few years ago. Initially a bilingual school, with a 50-50 split, the school moved all of its instruction to English in the mid-1990s. The move towards IB accreditation began in 2004 and authorisation was received in 2012.

Leadership

The executive head of this very small school of 38 pupils is also the owner. The head, who leads the school in partnership with a dean of studies based in a different country, also fulfils the role of PYP co-ordinator and, at the time of data collection, was also covering a class teaching position. The leadership team is completed by a 'Human Resources Specialist' administrator. All three have worked together in various ways for many years. While this core team has remained stable, there has been a very high turnover of class teachers and recruitment and retention of staff have been big challenges for this school. There are normally four class teachers, but at the time of the data collection, one class was being taught by the head and one other teacher was due to leave the school at the end of term. There is a recognition that specialist support is needed in some areas and additional support is provided for Music and Sport.

4.1.5. School 5: PYP co-ordinator as third tier leader, part of the core lower school leadership team

Context

Located close to a city centre, the school opened in 2010. The school has around 95 pupils, with ambitions to grow to approximately double the current size. Most of the families are from corporate backgrounds, drawn from a wide radius

across the local region and beyond. The accommodation was not built for education and lacks its own outdoor play area, though the school makes use of a neighbouring park.

Leadership

The school has an executive principal who is based in a different building from most of the primary team. He also has a 50% teaching timetable in the middle school, though visits to the primary school building are made frequently. There is also a designated head of lower school, who helps to manage this part of the school on a day-to-day basis. His leadership role is constrained, as he is also the full-time Grade 4 class teacher and the PYP co-ordinator. Changes to the leadership structure for the primary school are planned for 2015-16, allowing the PYP co-ordinator role to be detached from other leadership roles.

4.1.6. School 6: PYP co-ordinator as full-time third tier leader, part of a designated core lower school team

Context

The school, with around 1200 students, offers International Baccalaureate programmes from pre-school to Grade 12. There are over sixty nationalities represented among pupils and over twenty among the teaching staff. Pupils are drawn chiefly from families with corporate backgrounds and the turnover is fairly high, as many parents move to positions elsewhere after a few years. The school has delivered the PYP since its inception in 1997. Its reputation allows the school to recruit and retain high quality teaching staff.

“We don’t usually take teachers who are new to the profession. They usually have a few years’ experience, preferably international, preferably PYP and usually a Master’s degree.” (T8)

Leadership

The school has an overall director and heads for upper school and lower school. These two heads of school have overall responsibility for the day-to-day running of these phases, though major decisions are made through an academic council. Working alongside the lower school head are the assistant head and the PYP co-ordinator. This core lower school leadership team is well- and its three members have considerable PYP experience. The head of the lower school has been at the school since 1998 and is an IB trainer. The assistant head and PYP co-ordinator also have many years of experience with PYP.

4.2. Leadership beliefs, cultures and practices

4.2.1. School 1: An uneven journey

i) Variations in practice

Although PYP had been a part of the school since its foundation, teachers' understandings of its precepts, principles and practices had, by all accounts, been inconsistent. Development had been fragmented, although in the last year this had become more coherent due to changes in the leadership and management structures and personnel. Nevertheless, there was a heritage of uncertainty and lack of direction.

"It's more PYP than when I arrived. I felt very lonely in the beginning. I didn't have a real mentor to help me. We had learned the important PYP words and that we should have them up on the wall but didn't know their meaning. The practices were not in place, the staff were not moving in the same direction, didn't have a solid understanding of PYP. It took 3 or 4 years for this. Although I had the PYP handbook, it was lots of words... but they didn't tell me how to teach PYP. In the last 5 years we have started to understand what PYP is and how to work with it, how it is different to other curriculum, the way you teach. I have seen a very nice change since X became the coordinator. There are discussions about PYP, we're looking at the documentation of PYP in a different light. But before, there were no meetings or discussions about PYP. We haven't discussed the philosophy of PYP. But this year we have weekly discussions." (T3)

The scale of the task to establish coherence of practice was described by the new internally appointed PYP co-ordinator.

"Four to five teachers are enacting it nearly to the full, four to five not at all, either because they lack knowledge or they are unwilling to try, then the rest are somewhere in between. I don't think they know how to enact the IB curriculum in a trans-disciplinary and inquiry way. It's not how they do things. They would say 'It's inquiry time now' rather than 'It's the whole of classroom life that is inquiry. This is how we do things.'" (T8)

ii) Historic leadership instabilities: too many changes

Teachers attributed these inconsistencies to lack of systematic induction and on-going professional development and to a context in which there had been many changes of executive head.

"When I started 7 years ago, most of the staff had a 'vague' idea of PYP. We've made progress! A challenge is always the turnover of staff. I must have seen 20-30 teachers come and go whilst I've been here. We have also all missed 1 or 2 years for maternity/paternity leave....There have been so many changes. Overwhelmingly, it's been a huge negative, holding us back. One (executive head) might

be more into micro-management, then another comes in and their mandate means that the last ideas are thrown out etc. etc. So we're just treading water in particular areas. We haven't had a particularly knowledgeable or dedicated PYP person either. So there's been no long-term progress, though the reasons for the changes were valid. (T7)

Each new principal had their own approach and not all were well versed in IB principles and practices. The PYP co-ordinator spoke of her experience of the many changes in principal over the years. The school had moved

“from a dominating principal who didn't listen, to someone who was really open to collaborating and distributing and empowering teachers, then to another authoritarian principal (a middle school teacher), then to a time when (the new internally appointed principal) was 'acting' principal. We've hardly had any consistency and...I'm still yearning for a 'mentor' who's guiding the ship. Then we had a principal for 18 months. Now we have this new structure. It is changing now and I'm excited.” (T8)

The executive director had made three new internal appointments of a principal, deputy principal and PYP co-ordinator as a means of ensuring stability and positive response to a recent IB inspection report. She was now taking a more active role in this process to improve the PYP programme. It had taken her 18 months to persuade the school board of the necessity to provide more resource in the shape of the new management structure.

“The teachers need a DP and PYP co-ordinator in the classroom because many do not have experience of PYP...I have meetings with the principal, DP and PYP co-ordinator to see where they're going, especially about our priority focus, 'differentiation'. Now we have action plans which I monitor.” (T10)

iii) Professional learning and development: inadequate provision

There were still “inconsistencies” in IB classroom practices, according to the deputy principal, with many staff having no histories of IB teaching and no adequate induction in place on arrival at the school. Although the professional and curriculum development in staff meetings was perceived to have improved under the new leadership and management structure, there were still some criticisms.

“There are so many changes and people forget what has been done before. We had a meeting a few weeks ago. We were asked for feedback on our inquiries, for example, and I thought, 'we did this last year'. But because it was different people, nobody knew where that information was filed. You do feel sometimes as if you do things and nothing happens. Maybe there should be more guidance by IB for management on how assessment should be done, for

instance. There isn't one yet, and so you do your own assessment. I find that quite hard. And things aren't passed up to the next grade level. There's no meeting with management about the progress of children. No levels, no expectations. There's nothing concrete. There needs to be more benchmarks throughout. All the assessments go into a file in the admissions office, but don't necessarily travel up through the school. It may be good for the principal to meet individually with each member of staff to 'touch base'. I get the impression that the principal spends a lot of time in meetings and doesn't get the time to spend on the children or the staff." (T11)

An issue of updating knowledge through being aware of recent research in literacy, for example, was raised.

"I would like more discussion about what's new in researching literacy. I would like to see that we as professionals discuss the newest research and how we can use it in our work" (T3).

iv) IB inspection: a wake up call for change

Two events had served as a 'wake up' call to the school. The first had been an IB inspection that had been critical of the delivery of two central pillars of IB practice: differentiation and inquiry based teaching and learning.

"The IB inspection 'slated' the school. They couldn't see any differentiation and we were shocked! It has been our goal for years" (T4)

"The report was fairly damning in places, particularly the lack of inquiry in classrooms lots of worksheets etc." (T5)

"We couldn't provide evidence for our judgements." (T6)

"We were poorly prepared. When the IB came, they found inadequate documentation. We needed more guidance from the school in what to look for. So maybe better communication between management and IB would have helped prepare us." (T7)

No immediate action in response to the Report had been taken until six months previous to the research visit, when, on the departure of the previous principal who had been at the school less than two years, action had been taken to stabilise and enhance the PYP leadership staffing.

"We made a plan, goals, but there was a clash between the staff and the principal. When I asked him (over 10 documented sessions) he promised to provide a way forward but it didn't really work. That is why there has been a delay in responding. The new principal's main task is to look at the inspection report and work from that,

making sure, for example, that trans-disciplinary themes are not repeated. This will not be easy, so we have provided support for her” (T10).

v) PYP leadership: a chequered history

Prior to the current year, the co-ordination of MYP and PYP had been variously the remit of an MYP oriented co-ordinator of both PYP and MYP, a specialist PYP co-ordinator who, because of the sudden departure of a previous principal, had been made ‘acting’ principal, leaving the PYP co-ordination to a new ‘acting’ PYP co-ordinator for a year. One teacher had become.

“a bit more sceptical with every change, more insular within the group. I see a split between the teachers and the administration. There’s been a lot of upheaval, and people are apprehensive.” (T6)

One consequence of this uncertainty, however, was that the staff had become “open and supportive of each other.” (T6)

vi) Prioritizing PYP: a new beginning

The school had begun to prioritize PYP by strengthening the leadership and management structure. The newly appointed deputy principal, a teacher with 18 years’ experience, the last six at this school, remarked.

“We haven’t been strong as a school, monitoring and addressing practice that needs to be addressed – perhaps partly the Swedish sense that they do not need to be monitored because they are expected to be OK.” (T5)

The deputy principal observed that, although there was much good teaching, not all was infused by inquiry. The teachers were divided equally between those who were “excellent”, “good” and “in need of improvement” in relation to their delivery of IB. However.

“Now there is now more of a presence. So the PYP co-ordinator is free to go to the teachers’ planning meetings and I am keen on in my role to do ‘management by walking around’. I pop in weekly to everyone’s class. That is how you get a picture of how the school is. In the past, the PYP staff were never a priority, brought to the forefront” (T5).

When asked to estimate the attitudes of colleagues who were open to change, one teacher suggested that around 50% were “closed” to change, 25% “open” to change, and that 25% “need to be convinced” (T7). When asked to place the effects of the new leadership structure of PYP on a 1-10 scale, the deputy principal stated that it had already moved up significantly from where it had been six months previously.

“In a short time, it can claim 2/3 rungs as a direct result of the quality of the PYP co-ordinator. That is already having a direct effect. It hasn't yet affected the teaching, but there is more use of the language, collaboration.”(T5)

The increases in the scale and focus of activity resulting from the new structure and PYP co-ordinator appointment had been positively received by staff.

“The deputy principal and PYP co-ordinator are both PYP oriented, pushing positively, supportively....persuading some of the teachers who don't like change, towards the right goals. An example is that we have mentors/guides for 'exhibition' time. In one meeting the co-ordinator pointed out that not some but everyone should be doing this since the IB documentation says this. So that is happening now. For me, this has been my best year of teaching, getting support from them.” (T6)

“The meetings have plans, structures thanks to the way the deputy principal and PYP co-ordinator run them. It makes it feel that the school has a direction now” (T4).

“The co-ordinator is very passionate, knowledgeable about PYP, a doer: We're always in there, planning, working with our teachers. There's no sense of 'top-down'. Responsibility is involvement – supporting, monitoring, coaching, bringing in professional development, sharing of practice - keeping an eye on it by supporting the staff” (T5).

“She works very closely with the DP. They are a team. Mostly, they have made sure our weekly meetings have immediate and long-term goals. They use IB language. They pull out items from the IB Inspection Report. They are efficient, relevant, approachable and responsive and that they take steps to ensure that action is taken. I have confidence in the leadership team they want to make change, are positive, warm, understanding of the teacher's role.” (T7)

In addition, the PYP leadership team members were beginning to form links with the MYP team.

“We're trying to develop this more, meeting with MYP and DP coordinator, looking at transitions, expectations which, in the past, hasn't been a priority” (T5).

Nevertheless, it was perceived that some needs had not yet been fully addressed.

“The (lower school) head does not visit classrooms, and that is something I would expect so that the kids would get to know her and they get to know the children in the classroom environment. It is not happening as a natural thing...so people don't share

practice...we work in grade teams and, on that level, there is a lot going on. We share ideas, materials. But as a PYP team, unfortunately, we don't. Funnily enough, we are passionate about what we do. We are trying. That is in place. There is a nice atmosphere" (T3)

vii) Towards a brighter future

"We have a range of teachers with different teaching experience. In the past we haven't had a lot of support, no IB culture across the school...That's what the DP and I are trying to establish" (T8)

She had "lots" of strategies to achieve this.

"I have lots of strategies. We have professional development money that hasn't been used well. In my last school, everybody who wasn't trained went on a 1 week IB programme. Then you did a lot of in-house. The first thing you have to do with new staff is to say, 'You are at an IB school now'. So I will do a 2 day programme, run by 2 IB trainers, in August, for everyone. After that, 2 days of the following week will be dedicated to IB. Then we will have 1 ½ hours each week where we will try to pull out what has been done in the training and use it." (T8)

She was concerned, however, at the willingness of some staff to engage with change, and her own enthusiasm was sometimes tested.

"I like planning, taking action, trying things out, enjoy working alongside other teachers, and starting to work with them in a coaching role but our staff can get negative too easily, focussing on what's wrong, complaining. The principal is not an active support and what you get back is not super supportive. I think I'm really good at seeing where something is going and seeing it through, following through. That gives others confidence in me. When I go home I sometimes get discouraged (especially when they agree something in the meeting but their classroom practice doesn't change e.g. worksheets still being used). We're missing the 'buy in'." (T8)

4.2.2. School 2: Dynamic leadership and strong collective identity

i) Distributed leadership: a principal led 'layered' model

The primary school senior leadership team comprised the principal, his deputy and the PYP co-ordinator, with the principal being the link between the primary school and the wider school:

"Basically, there is the three of us: the principal, the deputy principal and the PYP leader. The deputy has a strong

administrative focus and the PYP leader has a strong curriculum focus and I drift between the two depending on the project in progress. I interpret the direction from the director and am the bridge. [...] I attend senior leadership team with the director and the secondary principal and I connect the deputy or the PYP co-ordinator as appropriate. It is very much delegated and a model of distributed leadership in the true sense.” (T5)

The principal described his sense of identity in the school as:

“collaborative, a sounding board, the person who makes things happen from a resource point of view, the developer of teams and the ‘go to’ person [in times of difficulty] and the person who provides the calm in the storm.” (T5).

He was proactive in creating and developing further a culture of learning and change that he created through the initiatives he led and the contributions that he made to supporting PYP and this might be considered as essential because the role was perceived as pivotal, the organisational structure has been adapted in order to alleviate some of the pressure on the PYP co-ordinator:

“The curriculum leaders for maths, digital learning and literacy report directly to me [principal] and that was to take some of the load from the PYP co-ordinator who was under increasing time pressure. Those people have scope within their workloads to work across the school and have performance agreements with me. Grade leaders have the day-to-day responsibility for the implementation of the curriculum.” (T5).

The PYP co-ordinator was described as assuming a ‘hands on’ role of:

“identifying skills for units, developing a continuum for skills, meeting with the deputy and principal weekly for reflection, decision making. I meet grades leaders once per unit for planning and meet with maths, ICT and language coaches when needed and attend grade level meetings when appropriate.” (T9)

“She co-ordinates all our planning and does a lot of co-ordination of the pre-assessments and keeps us all on track. She co-ordinates all the information from our pre- and post assessments. She is on hand if you want help with conceptual learning [...]. She is very supportive of us and if you need help or support she is always there.” (T2)

Another teacher felt that the PYP co-ordination was distributed further: “Grade leaders co-ordinate the PYP, not SLT” (T3).

The practical nature of the PYP co-ordinator’s work contrasted with the principal’s role as this was perceived to be ‘behind the scenes’: creating

conditions for success, supporting the PYP co-ordinator, conducting appraisals and mentoring new staff. This perceived distance underlines the importance of 'presence' and 'visibility' of the senior leadership (principal and deputy principal) with one teacher commenting: "SLT can be out of touch doing the admin". (T3)

In practice, the model of distributed, or, more accurately, 'layered' leadership (Day et al; 2011) and the interpretation of this meant that the principal assumed a largely strategic role, complemented by the PYP co-ordinator. However, tension was evident and the model of distributed leadership was not without challenges, especially in relation to the different decision making powers of the PYP co-ordinator:

"Structures create challenges and go against long-term changes the school is trying to make. Some colleagues can mandate what others do which undermines the philosophy of the programme."
(T9)

As stated by the principal, the tension between embedding new structures and initiatives and creating a climate for innovation is an on-going challenge:

"Embedding the initiatives we have put in place over the last four years is a challenge. I think that schools are very good at starting things, are good at doing things but are less good at making them part of the fabric of the school. That is a challenge to the school going forward." (T5)

ii) Embracing the learner profile

The interviewees declared a strong commitment to the values of the PYP:

"The PYP gives values for being good human beings and the values are much in line with my own. It instils a bigger picture -it helps children to make meaning of what they are learning". (T8) This view was echoed by another teacher: "It helps children learn in context so learning is relevant to them in the real world –not as a learner in school." (T9)

Sharing the PYP values and approach is a pre-requisite for all teachers: "Having taught the PYP is not essential but having a *strong commitment to inquiry based learning* is essential."(T6) and one teacher explained her level of commitment to the PYP:

"I saw the Learner Profile and it was exactly what I wanted children to be. I really wanted this for my children so I took them out of the English state system and moved country." (T3)

The teachers considered the *PYP curriculum as being very different* from those they had experienced previously, commenting: "I feel much freer as a teacher"

(T1); “I’ve been set free to teach the child” (T3); “There is more breathing space to be creative. We’re teaching students to be learners as opposed to getting them to learn facts.” (T2)

They perceived their role in the PYP as different from that in other curricula: “As a teacher, you don’t go in knowing everything and it’s better if you don’t” (T1) and felt the PYP contributed to their evolving practice: “When you teach, you question your own values and it makes you a stronger teacher. The principles make you question if you apply them as a teacher”. (T4)

iii) Learning for all: commitment to professional development

There was a consensus among the interviewees of the need to adapt their practice to teach the PYP effectively: “*Teachers have to think differently. They’re dealing with concepts and understanding. Not activities.*” (T8) The interviewees spoke positively about professional development (PD) and the support from the school: “The school is generous with PD.” (T7)

The director explained that the school’s commitment to PD reflects the importance of the PYP: “With professional development (PD) funding, priority is given to people going to PYP learning experiences and that’s the number one priority for PD above all other things”. (T5) This strong commitment to PD was planned to continue:

“They [teachers] have access to wonderful PD opportunities, both internal and external. Because the school is an IB centre, next year we are running twelve courses here so if people want to be proactive they have good access to high quality PD at a small charge compared to the cost of accessing PD in other locations.” (T5)

Teachers would also have greater access to internal PD opportunities:

“The notion of having coaches is something we have introduced and has enormous potential but is something we have only just introduced. I believe having coaches on the staff is something which has great potential.” (T5).

PD was commonly viewed by teachers as the most important type of support which they receive from the school to implement the PYP (this is consistent with the questionnaire responses). One teacher articulated the impact of this on practice:

“I’ve learned more in the six years I’ve taught here than in my previous [extensive] teaching career in England”. (T4)

iv) Stability without stagnation: a commitment to change

The principal had introduced a series of changes arising from his initial impression that there was a certain level of stagnation at the school and that this was contrary to the philosophy of the PYP:

“It was organised, perhaps too organised. I think that if you come to the true essence of the philosophy of the PYP, it’s grounded in inquiry. For me there is a conflict of interest between having a strong curriculum framework and the concept of inquiry because if students can truly inquire, whilst there might be some broad directions within the curriculum, the direction shouldn’t be too specific or too prescriptive otherwise you destroy the spirit of inquiry. To me that is one of the dilemmas of [the school] being in the PYP and delivering it in a similar way for such a long period of time.” (T5)

He had explored some of the challenges of leading the PYP in a context with a long history of the PYP:

“Like a lot of things that have been done for a long time to try and change the way it’s done becomes a complex process and when changes have to be made, such as now during a financial crisis, people don’t understand that there are different ways to do things so from that perspective the PYP has been a somewhat closed book: ‘We do the PYP.’ What I was hoping to see was that: ‘we do the PYP and we’ve done it a long time but there are probably some other ways we can make it a better philosophy or curriculum or way of doing things.’” (T5)

This provided the context for a series of changes to avoid plateauing and promote the on-going development of the PYP. One notable change had been the introduction of a process of tenure for leadership posts as a means of encouraging new ideas, promoting change and avoiding stagnation:

“The school has a model of leadership that every two years enables people to put their hat in the ring to be given a position of leadership so in theory leadership is only for a period of two years which is a very unusual but powerful construct.” (T6)

However, the PYP co-ordinator underlined the importance of creating stability and sustainability in leadership, explaining: “There have been four or five deputies and principals in five years”. (T9)

In addition to modifying the organisation structure (e.g. as extending grade leader posts), the staffing profile had been changed:

“Previously, a large number of teachers were in their sixties and through a programme of retirement and attrition, we have consciously replaced them [...]. We have been able to bring talented young people in and that has been a deliberate strategy to bring in a cross-pollination of ideas and, not surprisingly, the primary school has been able to develop in a number of areas. Knowledge of the PYP in other locations is strength. When there was a fairly stable staff, there wasn't the same input of new ideas: 'have you tried it this way?', 'I've seen it done this way' 'we could try this' and there is a lot more of those conversations.” (T5)

The benefits to individual teachers also emerged:

“With incoming colleagues from other schools, you have a cross-hatching of ideas and it's interesting to see how they do things and how you can develop things. I pick up a lot from other people because I have never been to another PYP school but other people coming in have done it in two of three other schools so there is this cross-hatching of the international community where you have this snowball effect of ideas which gains momentum.” (T2)

The principal also acknowledged that some aspects of the process had been difficult, though worthwhile:

“The first year was quite painful and people went right through the review and then changed things right on the rim, right on the edge, nothing in the core really changed but in the last review we've done, we've been able to completely change units of inquiry thinking, the way we go about things, getting much closer to the inquiry model. [...] I think there is openness to looking at new ways of doing things, probably most important is that there is clear focus on learning as opposed to a clear focus on teaching.” (T5)

v) Fostering a spirit of collaboration

“One teacher can't make a difference. You need a committed and consistent effort from all which is the challenge.” (T9)

The development of effective team-working and collaboration had been priorities:

“Another aspect we have developed is the team structure. The teams are very strong. The first year that I came we moved people around and they didn't understand what it meant to be in a team and now there is a much better understanding that teams need to be open, honest, critical of each other, have high expectations of each other. We have been through a four year journey and this year the ten teams are on a really high level [...]. Some have had to struggle to get to the joy. I could step in and bring some change

from a leadership view but I am much more interested in them struggling and going through the struggle to get to where they should be. If you think about teams forming, storming, norming, performing; that team is still storming whereas the other teams are norming and performing. They'll get there. (T5)

vi) Creating time to plan

A new timetable had been developed recently by a grade leader and the deputy principal in order to release grade teams for joint curriculum planning. Whilst recognising the benefits of this approach for grade level planning, one of the issues of the timetable is that it precludes specialist teachers from attending. This was framed within the context of the trans-disciplinary nature of the PYP:

“While we’ve been really good at releasing grade level teams for curriculum planning, we are not so good at releasing the specialist or single subject teachers because they are teaching when the grade teachers have their non-contact time so there is a disconnect between getting the grade level teams sitting with the specialist and single subject teachers. The curriculum carousel does that but it is after hours and is rushed. I think that Google Docs offers some hope but it would also imply that we need a change in thinking from the specialist teachers about using and being part of the joint Google Docs and a change in thinking from the grade levels teams to allow the specialist teaching to have access to the joint Google Docs. To me one of the challenges of trans-disciplinary is that there are two schools of thought: one which says that every unit should be transdisciplinary and another school of thought which says, if it makes sense, do it there. There are certain times when art fits into the units of inquiry really well so focus on those and don’t integrate it into everything in a tokenistic way. I would love to see a completely trans-disciplinary [model] and I support that philosophically but, logistically, I can see that we would probably kill our specialist teachers and frustrate everybody trying to find ways to connect every unit of inquiry to specialists.” (T5).

This tension between creating joint planning time within the school day (at considerable financial cost) for the grade teams and the trans-disciplinary nature of the PYP was reinforced by one of the grade leaders: “If you have to start changing units just to make it trans-disciplinary I would object. [...] Computers are used as a tool except we have to have computer lessons which are stand-alone lessons as I need non-contact time”. (T2)

These challenges were recognised by the teachers: “The approach is more challenging for specialists – there are lots of units of work and grades to match up with” (T1) as one specialist teacher commented:

“I’m very alone in what I’m doing. We’re educating one child, not different pieces, so we need communication”. (T7) “Decision

making causes issues. It's sometimes collaborative and consultative [...] and might be for small changes but not for larger ones" (T9)

vii) Increasing parental participation

The school was looking to strengthen other forms of collaboration and had identified working with parents as an area for development (an aspect for development identified in the teacher questionnaires). Much of the current activity related to informing the parents about the PYP, for example:

"The leadership is running a series of parent workshops to support the PYP for parents. They include the general philosophy of the PYP as many come from the UK or USA and have a completely different philosophy [of education] and consider what maths, the arts, PE look like in the PYP and what is inquiry?" (T5)

The principal had sought to extend this so that parents were more actively engaged in learning:

"The school has a history of not having strong parental involvement....] Parents here come to interviews, receive report cards and there are sessions where parents come to unit of inquiry culmination days but you don't find parents coming to work in classes. Only now are we doing that. There are different levels of parental engagement and the first is having an informed school community. The second level is parents that are involved e.g. coming to interviews, end of unit culmination session and third level of participation is when they feel valued, welcomed and listened to. This is the first year that there have been any parents at the participation level. We've just started the PALL programme (Parents Assisting Language Learning) and have around thirty parents working in classrooms supporting students' learning in a meaningful way." (T5)

viii) Involving the local community

Another aspect perceived as an area for development was the school's involvement with the local community (a view which also emerges from the questionnaires). Currently, the school ran one small programme for people with disabilities but the principal felt that was the extent of the school's engagement with the local community.

"In terms of reaching out to the community at large, the community doesn't have a strong history of that at all. [The school] is like an island in an ocean. If you imagine [the city] as an ocean, the school is floating in the ocean. There's a school next door, a kindergarten over there but we don't have a connection to them and it is an area the school needs to think about when the

local government is considering whether to support the school going forwards.” (T5).

4.2.3. School 3: Changing the culture, establishing the leadership

i) The executive principal’s role: developing a PYP appropriate culture

Prior to his appointment ten years previously the executive principal had made the decision to adopt the suite of IB curricula as the only curricula offered by the group of schools.

“One of the first things that I did when I got here was to say that if we are an international school and an IB school, then how can we run two programmes in parallel? What we found was that the middle year programme produced great examination results but that emphasis on examinations held back performance in the middle years programme, so I called a meeting of parents.... to propose that we focus on the three IB programmes, and we got pretty much complete agreement with that, and so that is what we did...” (Executive Principal)

The appointment of the current lower school headteacher, a former colleague, followed this decision which was made two years after his initial appointment.

His role was to enhance the development of the PYP in the lower school. It was evident that establishing a coherent ‘PYP’ culture had been challenging initially, requiring considerable change in teaching and learning approaches:

“I think the school had been going through a difficult period when I joined, it had been an independent (lower) school, that had then been authorised to do PYP and I think that the school didn’t quite know what it wanted to be and there were some teachers that were very traditional”. (Lower School Headteacher)

ii) Building a team

This early transition period had entailed building a team of teachers committed to the PYP programme, and able to work towards the vision that the executive and lower school head teacher had for the school. This had ultimately led to a more international, more cosmopolitan group of teachers than had been the case previously.

“I think everyone comes to a role... with a mind set of what they want their school to look like and this didn’t marry what I thought the school was and what the school would look like and so I tried to share that vision, and that meant that some people had to

change [others left] and we got some new people... all new staff marry into that vision and that philosophy more than those who were here seven years ago". (Lower School Headteacher)

iii) Developing collegial systems

The lower school headteacher had:

"put more structures in place, he brought in good ideas which I think have benefited us from other places that he has worked, in terms of restructuring the schools". (Senior Leader)

These structural changes had provided opportunities for staff to work together on the implementation of the PYP and underpinned the co-ordination and teaching of the PYP.

"The way he leads fits in nicely with the way that the PYP requires. He is not the dictatorial style of leader that you sometimes see". (Classroom teacher)

These more collegial structures included the establishment of a series of committees and working groups with a responsibility for addressing particular aspects of the school's on-going work.

"Every year there are three or four [working parties] running, depending on the areas that we want to focus on, and then it is up to people to meet in their own time, to be working on the working parties". (T4)

iv) Establishing a new PYP leadership position

An additional change that had occurred during the time of the current lower school headteacher had been the introduction of the role of PYP co-ordinator. This co-ordination position had a number of different features.

"The PYP co-ordinator meets with all of the teachers regularly, we meet in teams, once a fortnight we have a year team meeting and the PYP co-ordinator comes along also with EAL and SEN reps and so we look at different documents, there is a different focus every time, recently because it is the end of the year we have been checking the long term plans, to check that we have got the transition ready for the new teachers. We have got a lot of staff moving around so that's one part of her role. [This role]also includes leading staff training of staff inset as well, making sure that we are covering all of the different areas of the PYP across the

school, it's quite a big role because she has to communicate with language and maths as well". (T5)

The role of the co-ordinator was therefore to liaise with staff directly, to provide individual support, to monitor planning and progress and the provide training. The headteacher, however, was still seen as having a significant role in this work, albeit sometimes through the PYP co-ordinator as a link to staff.

"...the expectations about what you do to the PYP chiefly comes through the PYP co-ordinator, in the weekly meetings, and to an extent also the early years co-ordinator... the principal doesn't communicate this work directly with us, he communicates these expectations through the PYP co-ordinator... we talk with the principals about other things, like issues to do with the environment and how we can develop that, but not so much to do with the PYP". (T6)

The lower school headteacher was therefore seen as a supportive and encouraging colleague. He was not seen as being distant or especially different from his colleagues. They felt that they could talk to him about any concerns, or about any ideas to innovate or change that they might have.

"If we have an idea that we think would benefit the school then it is very open for us to come and to suggest the idea and if he [the lower school headteacher] thinks that it is worthwhile then we can take action in that way". (T7)

v) Enacting the learner profile: an inquiring mindset

There was a clearly articulated expectation that staff would actively reflect on and enquire about their practices, actively supported through the collegial environment established by the headteacher.

"Staff are expected to show the characteristics of the learner profile, we listen, we share, we are risk takers [we are definitely expected to show those attributes].....if you are an IB PYP teacher and you believe in the philosophy, then you are going to show it through your own example". (Senior Leader)

The learner profile is also actively promoted through headteacher's support of teachers interests.

"Personally, I am encouraged to be an enquirer [by the school] because we get to go on the courses that are on offer, and that are particularly interesting for us, or if I see something that I like the

look of I can go to [the headteacher] and he is normally very generous and lets me go on them.... I wouldn't say it is [explicitly] promoted but it is [supported]. We are constantly expected to be reflective, we are always reflecting on our practice, during meetings, we are always asked to reflect, I think reflection is massive and I think it is fairly [strongly] promoted that we reflect on our practice and reflect on how things are going". (T3)

This support for individual interests was linked to observations undertaken by members of the senior leadership team. It also provided other staff, without formal leadership roles, with a chance to implement and lead initiatives based on their own interests.

"We've got a new member of staff in her second year. She has been on a residential training course and has come back with loads of ideas for ways we can change, and that is what we are trying to implement. So we can give staff a chance to lead and we are open to suggestions". (Senior Leader)

vi) Fostering continuing professional development

Creating an environment in which teachers are encouraged to innovate and develop their practices was regarded as a central part of the PYP culture. This included senior leaders actively supporting staff to follow their interests and then to disseminate their work in order to influence the practices of others in the school.

"My relationship with the headteacher is very good. I have a lot of respect for him. He wants a lot of change to happen in the early years, because things have been very similar for a long time, and he wants to go down this enquiry approach and he wants the project based learning that I want, that I want to try... and I feel very supported by him. He's done a lot for me professionally. I started off in year 1 and now I'm in the early years because he wants change in the early years and I'm really excited about it because I like a challenge". (T2)

There was also a history of talent spotting and of developing staff who show the attributes and interests consistent with the aspired culture for the school. A number of the participants spoke about how they had come to work at the school following sustained relationships with the school, and through the support of the Headteacher. This included one member of staff who was currently a non-qualified teaching assistant, but who was supported to undertake studies to achieve teaching qualifications and ultimately to embark on a teaching career.

vii) Extending relationships for learning

The leadership of this school had not only attempted to create a supportive culture for staff, it had also established means to create and sustain dialogue with parents in the belief that the PYP should not be a curriculum which is limited to the classroom:

“I think this school is really good at communicating with parents and with our relationships with parents, I think they feel that we have got an open door policy and from the feedback I get and hear from other teachers we all seem to get fairly positive feedback from parents. We have a really strong and dedicated group of [volunteer] parents. If that community culture of feeling comfortable with each other wasn't there then their support wouldn't be given, so I think that's really important and something we do well". (T8)

This link to local communities extended beyond the community of parents, who were geographically spread across London, and also included attempts to develop relationships with other local organisations, including a neighbouring hospice, and through taking students out of the school into the local area.

4.2.4 School 4: Leadership from the top

i) A well-established leadership team

At the heart of this small school was a well-established leadership group, comprising the head, the dean of studies and an administrator. The Dean of Studies, based in a different country, was in daily contact with the head about all major decisions. This was a close team with a good understanding, as recognised by the teachers:

“They work well together. [Dean] is a big resource for the school. She's there with any help, any questions. She has great advice and helps us along. Sometimes it would be nice to have her physically in the school because they think in different ways. They work well together. They've known each other for many years.” (T2)

The dean had a particular role in planning and professional development. For example, she reviewed plans, provided materials, set up online workshops and produced a regular blog. The dean's PYP expertise was much valued by the teachers, despite being geographically very distant from the school. The school's administrator also played a central role, the head referring to her “keeping us all in line”. There was close daily interaction between these three. However, the head herself was seen as being very firmly at the heart of all that went on at the school. She was described as:

“The head, the owner, the director, the key person. She knows the families really well. That’s really important, especially when you’re in a small community.” (T1)

ii) Leadership vision

The head was perceived to be highly dedicated to the success of the school and its ethos; her energy and personal commitment to the values pervaded the school. As she herself put it:

“I’ve got a passion for this and the parents will say that as well. I think really, with the obstacles I’ve had to face, anyone else would have closed the school a long time ago but I’ve got this passion for teaching the children and I really love it.” (T5)

Having worked with the PYP for many years and previously with the International Schools Curriculum Project, the head knew the PYP extremely well and her expertise and enthusiasm for the curriculum was recognised by colleagues.

“The energy that [head] has put in to it: she really believes that these kids need to have this kind of education.” (T1)

“She really, really knows the PYP stuff.” (T4)

Members of staff were very clear about the principal’s uncompromising direction, seen, for example, in her vigilance about avoiding ‘traditional’ teaching methods and promoting inquiry.

“She has this vision of how the school is, how the PYP is and she wants it delivered that way.”(T3)

iii) Leadership values

An important consideration for members of staff in this setting was the way in which PYP values infused the school and this began at the top with school leadership. The head was seen as being absolutely immersed in the PYP and conveyed this commitment to colleagues through frequent reminders and personal interventions.

“[Head] doesn’t stop thinking: one hundred miles an hour, twenty-four seven. She’s always sending us news items. She’s always thinking about everything in the world to do with the IB all the time...She would die for IB.” (T4)

In keeping up to date with new developments, the head felt highly supported by the dean of studies, who was well connected with the worldwide IB community and relevant publications.

“I still believe we’re really good at delivering the primary years programme. That’s because I have our dean of studies who works round the clock on the latest research. I also work round the clock on the latest research and then we have a look and then decide when we’re going to implement it...What enables us to deliver it is because we understand it.” (T5)

iv) Setting directions

The head’s passion for the PYP, and for the school more generally, manifested itself in strong personal control over all aspects of school life. This might be expected to be the case in small schools in many countries. Expectations of excellence were communicated informally and in regular meetings. While the dean was also involved in key decisions, the head was, in the eyes of her colleagues, the embodiment of the school’s ethos and direction. However, because of staffing issues, which had recently taken up much of the head’s time, day-to-day scrutiny of teaching had become more difficult. Although some previous practices, such as collecting in weekly planning, had been abandoned, teachers were nonetheless conscious of the head having the overview of all that went on.

“She doesn’t come to check up on me, but she seems to know what I’m doing...She’s always talking about inquiry-based learning and reminding us about it daily, which is good.” (T4)

v) PYP co-ordination: leadership limitations

The PYP co-ordination was seen as a priority and, although teachers received relief time from class and the executive head attended all the planning meetings during the year, there was a perception that

“She can’t do everything. It’s just humanly impossible.” (T3)

“We have a situation where the head is wearing three hats: as a teacher, as a co-ordinator, as a head. Because of that, there’s always something that’s left not completed. It’s very very hard. If she was a PYP co-ordinator, she would be able to go into the classroom and relieve the teachers; that’s part of the IB curriculum. But she’s not able to do that, because we are understaffed. Yes, she’s trying to do the (PYP) leadership, but some things fall behind just because she’s wearing too many hats. That’s the problem. In the past it wasn’t like this but this year it’s really felt.” (T2)

vi) Implementing the PYP programme

School staff members felt a strong personal affinity with the PYP values.

“I think because it’s PYP, I like using the learner profile. I like what it’s done, what it helps the children to become. I like the attitudes. I like the whole PYP. It’s just special.” (T3)

Teachers were enabled to deliver the PYP day-to-day through two hour weekly collaborative planning meetings, online webinars, courses and workshops, all of which help to explain the positive responses on preparation for PYP from the questionnaires. The learner profile was prominently displayed around the school, on class bulletin boards and in school reports. PYP values were therefore at the heart of the students’ daily experiences, though maintaining consistency of expertise in the face of the high turnover of teachers was a particular challenge. As a result, induction of new teachers was now carried out in-house and only one current teacher had been on an external workshop.

While PYP values were conveyed to pupils, an on-going challenge was to ensure they were modelled in the actions of all members of staff. Although questionnaire responses suggested that the principal was strongly associated with the PYP values, the importance of ensuring that she and her colleagues *overtly* enacted them was apparent from the interviews.

“I try to follow the philosophy with the children. Not only the students have to know the profile, but I myself. I try to make sure I’m caring and tolerant. Sometimes I even talk with the teachers and say, ‘you need to be tolerant, you need to understand and have empathy’. Even with [head] I say, ‘we’re an IB school. If we teach it to the students, we need to do it ourselves also’.” (T2)

“It’s got to come from the top. If the head is principled and caring I think it filters through and the children will be more receptive.” (T3)

Inquiry and risk-taking, as examples of PYP attributes, were fostered to a degree by, for example, the frequent dissemination by the dean and the head of new research and ideas to colleagues. Teachers felt they were kept up-to-date and were encouraged and expected to make their own adaptations based on the needs of their classes.

Actively promoting teacher inquiry on a day-to-day basis had been more difficult due to the recent staffing changes but it was hoped that this would be more prominent in the next academic year. In the meantime, strong collaborative links had been formed between some teachers, allowing a newcomer to draw on a colleague’s experience, for example. The benefits of this professional dialogue with peers, also alluded to in questionnaires, was explained by one teacher:

“I feel comfortable doing it with [teacher]and, being new, I’ve had some silly questions to ask. so it’s comfortable talking to a colleague.” (T4)

vii) The challenge of external relationships

“There’s still a small group of people who haven’t quite understood that the old models of education are not what we are about for the future with children.” (T2)

In general, parents were seen as supportive and willing to come in to school to help and to attend events, though lengthy informal conversations at the start of the day were not encouraged. The school had in place opportunities for parents to attend assemblies and presentations to facilitate better understanding. They were planned into inquiry units where appropriate. Staying faithful to the ethos of the school and the principles of the PYP had, however, led to a number of issues for the head. Chief among these were the outcomes of the head’s decision to take a firm stance with parents on certain issues. The main concern had centred on language teaching and the head had needed to be particularly firm on this point, withstanding considerable pressure. A further issue had been an attempt by some parents to become more involved in the running of the school by appointing themselves as ‘class representatives’ or by wanting to scrutinise teachers’ backgrounds.

4.2.5 School 5: Low profile leadership

i) The executive principal’s role

The executive principal in this small school of less than a hundred students had limited involvement in the everyday functioning of the primary PYP classes. Although visible and present on a regular basis, through ‘dropping into’ classes, these were informal visits rather than planned observations of teaching. He was associated much more by the teachers with the middle school.

“The principal, most of the time, spends time in the middle school. As a head, he should be balanced between the middle school and primary school. That’s something that’s missing.” (T3)

The principal characterised this as a deliberate leadership strategy. He saw his lack of overt involvement as a sign of faith and trust in the teaching staff:

“I haven’t interfered. I think one should know when to interfere and I saw things running well and I let it go. I didn’t want to interfere with it too much. If the product is selling, don’t go and interfere with it.” (T9)

He acknowledged that some teachers saw him as a figure of authority. Although he sought to break down this hierarchy through a more collegial approach, he found this to be an on-going challenge:

“I want to see myself as approachable and open. However, that being said, many of the teachers, because of their age gap, would

put you into that position because you are the head of the school. They define the power in you, although I don't feel like that. Also, I want to be seen as a critical friend. My philosophy in these things is two heads think better than one and more than two heads is even better." (T9)

The PYP co-ordinator also had a low-key approach to his role, partly because of the *demands on his time as a class teacher* but also because, like the principal, he had a personal tendency to avoid prescription.

"I'm hesitant to come in and say OK, this is what we're doing on this issue..." (T8)

The rationale behind these leadership strategies, however, was not always understood by the teachers, who wanted a more hands-on approach:

"They [school leaders] have not been very much involved in what I am doing. I would love them to observe me teach and give me pointers and then mentor me."(T4)

ii) Fostering PYP values: Challenges of implementation

Teachers acknowledged that working with the PYP made significant demands on their professional learning in terms of understanding the philosophy of the curriculum and then resourcing and planning for units of inquiry. These demands were felt acutely by newer members of staff, unfamiliar with the PYP, but also by more established teachers, one of whom explained:

"Helping kids to find their own ways, or own questions, or own paths in these units is really a challenge. It's a bigger challenge than having a textbook. It's not that you teach, but you try and help them to discover. Of course you are planning for that and you are guiding that, but eventually they need to get somewhere you need them to get, but without direct teaching. That's the beauty and the challenge of the whole thing." (T4)

PYP values were evident in most, though not all, staff beliefs and practices, including the weekly collaborative planning, the PYP assemblies and the terminology used for report writing, although some new teachers were still familiarising themselves with the PYP.

"I like way it teaches kids to inquire, to seek out on their own. I think it's really important to teach kids to be as independent as possible and think for themselves and not always expect the world to give them things or hand them things but to seek out, to go out and try to do some good with what they can with their knowledge." (T2)

Perhaps because of the principal's more prominent perceived associations with the middle school and general administrative functions, there was some uncertainty about the principal's knowledge of these values.

"To be honest, I don't know how much PYP knowledge he has. He never talks about it. We don't have any tensions. He is with us once a month for half an hour and he is talking about general things: like we have to do that in the next term or the next month or about money or about whatever, but PYP I have no clue." (T5)

iii) The role of the PYP co-ordinator: Tensions between autonomy and guidance

Day to day support for the PYP by the PYP co-ordinator was enacted through structures such as the weekly collaborative planning meetings. This time set aside for planning on Wednesday afternoons had been enshrined in the original timetable for the school when it opened and allowed the PYP Co-ordinator to alternate between the upper and lower primary staff, advising on their forthcoming units of inquiry. It was recognised by teachers, however, that this time could be used more productively.

"Every Wednesday we have a half day here, but I don't think that time is really used effectively. Yes, we have collaborative planning, but that time can be also used as a mini workshop, where we can share anything that relates to PYP and we can discuss together. That is the thing that's missing." (T3)

The co-ordinator also carried out observations of teaching and offered frequent advice on an informal basis. The principal delegated this leadership role to the co-ordinator and was also clear that this should not involve dictating what was taught:

"The PYP co-ordinator should know the process, the deadlines, the philosophy but shouldn't determine what is being taught. That's really the main thing." (T9)

However, there was also a desire by teachers for further guidance.

"I would say he does influence 50%. I would say I do listen to his advice and if it really makes sense I do it because it's for the better and it's something I can improve on. And 50%, of course, he gives us the freedom: it's our classroom and how we do things and I think it has something to do with trust." (T5)

"He doesn't really come to me. If I have a problem I go to him. He makes some suggestions that I could try out but he never acted like a boss. He never says like 'this is what you should be doing'. I guess he lets me experiment which, again, I appreciate very much. But, of course, on the other hand, what I would have appreciated

last year especially is to have, 'look, try this, start with this activity, try that'. More guidance I guess." (T6)

The PYP co-ordinator himself recognised this tension between autonomy and guidance.

"From my perspective, I think we do offer the openness that I think is necessary. Sometimes I feel some teachers might want a little bit more guidance or structure maybe." (T8)

There was a degree of ambiguity about the way that inquiry and risk-taking, for example, were promoted as values for staff in the school. The PYP co-ordinator himself felt that, while inquiry was encouraged, it was not directed and the potential for staff collaboration had yet to be exploited fully.

"I don't know if I as a co-ordinator or the principal actively set up structures or routines where we say, 'OK let's inquire into X'...It happens, but I don't think I have done a lot, at least in the last couple of years, in a structured way, in a whole school way, to support that. It's been more about basic and weekly unit planning." (T6)

To date, therefore, although teachers had felt able to be inquirers and, in most cases, to take risks in their practice, explicit encouragement and impetus from the top had not been felt by all.

"From the beginning the message that [PYP co-ordinator] sent, very articulately is 'try and if it doesn't work, change it'. So try it out, take a look at it and next time do it differently if it doesn't work. So I guess, yes, that's inquiry." (T6)

"I am [supported]. Personal motivation, yes, I could say that I have the opportunity to push myself to become an inquirer, but as far as the school or principal is concerned, it's not much." (T5)

PYP values, therefore, were much more strongly associated with the PYP co-ordinator, largely due to his day-to-day role in sharing and modelling this in his own practice. As one teacher explained:

"From the beginning, I liked his way. He inspired me to be calmer. Sometimes at the beginning I lost my patience. Like his teaching style: he is patient, he is direct in his speaking with the students, he is implementing different styles. Like he is able to play guitar and play songs with them. I like this a lot, the trans-disciplinary things he is doing. He is a great inspiration and he is open-minded to lots of topics." (T1)

iv) Informal networks for learning

Staff responses pointed to a positive and collaborative working climate among teachers. The small size of the school was an advantage in this sense and the friendly atmosphere was seen as one of the strengths of the school.

“We’re good at communicating with each other as a staff. I think we’ve built an understanding and a culture that tries to live by, model and teach the learner profile to the kids. I think the kids understand it. The staff is very collegial. We’ve worked to develop a culture based around the learner profile.” (T8)

More specifically, during this period of structural transition, a layer of unofficial PYP leadership could be seen at work. One teacher explained this supportive process, which extended beyond the school gates:

“In a less formal way, if we’re taking the tram and I’m expressing that I don’t know what to do for assessment in my unit about school. And they just listen and listen and then eventually they respond: ‘Why don’t you try to do this and that’. Also in any way, through texts, phone calls, chatting, Facebook.” (T5)

This informal support, arising from the collegial culture created at the school thereby alleviated the pressure on the current co-ordinator and provided much needed guidance for practitioners less experienced in the PYP.

v) Communicating with parents

Links with the parental community were seen as one of the strengths of the school. However, one implication for school leadership of implementing the PYP curriculum was the challenge of communicating effectively with parents, to help them understand the specific nature of this curriculum. The challenge centred on a mismatch of expectations arising from the contrast with the country’s state schools. Articulating the relationship of Mathematics and language teaching to the PYP was particularly important.

“In terms of maths, which parents don’t always understand because it’s not the rote method where they’re doing worksheets all the time, it’s more play-based, it’s more games, trying to understand the ins and outs of in before moving on and I think that’s very different for parents who are more old school where it’s paper, pencil, worksheet, remember your times table, which of course the kids still have to do but they do it in a different way.” (T2)

This understanding was growing and had been fostered through parent workshops, a regular newsletter and a very active parent-teacher association. The principal saw part of his strategic role as helping to establish clear lines of

communication with parents and was keen to increase PYP visibility among the wider community too.

“To take the exhibition outside of the school so that people out there can actually see the exhibition in action. At the moment it’s for the parents and it’s at school. I would like to have it as an exhibition outside where people who have no idea can come and see how it works because it’s absolutely amazing to see. The parents, when they interact with the children and realise how they learn and how different it is, I think they understand the whole concept of the PYP better so that’s where I want to go with that.” (T9)

4.2.6. School 6: Modelling PYP values

i) Leadership experience, expectations and expertise

The school was led by a senior leadership team with great expertise in PYP. Their collective understanding and practical experience of the concepts and practices of PYP underpinned the delivery of the PYP. Other teachers respected this experience. The values of the PYP were modelled in meetings, assemblies and discussions with children.

“They know how it feels to be in the classroom, even though they haven’t been in the classroom for a number of years, because they go in and out of the classrooms and they show an interest in what’s going on. I’m just very impressed about how knowledgeable they are and how much they know and how current they are.” (T4)

“They influence by the expectations they set. They set very high expectations. I’m saying that in a positive way. You rise to high expectations. They register those expectations by themselves working extremely hard. The guidance is there: you’d have to be asleep not to be guided.” (T5)

Senior school leaders embraced the values of the PYP with enthusiasm and led by example. There was a sense that important tenets of the IB, such as international mindedness and fostering twenty-first century citizens of the world were at the core of their thinking, as one explained:

“For me it’s the focus on international mindedness, it’s the mission statement. I absolutely believe what’s there. It matches so closely with what I think is of value.” (T7)

These PYP values were not only enacted in lessons and interactions with teaching colleagues, but throughout the school and including non-teaching staff such as cleaners. The emphasis was not on overt visual displays such as posters

around the building, but rather on living the values with integrity. One leader summed this up by saying:

“We try and anchor who we are as people when we’re in the building to those attributes.” (T7)

Teachers were clear about the prominence of these values in the everyday environment and how PYP-related expectations had in many ways become implicit in all that the school did:

“The atmosphere in the school is very collegial, it’s very inspiring and creative and that’s allowed to happen. It comes from the top down and I think that permeates what we do. It’s not that I’m thinking about [head] when I’m teaching a class. It’s just ‘there’, it’s seeping out of the woodwork really.” (T3)

ii) Fostering a culture of collaboration

The head, assistant head and PYP co-ordinator were perceived by teachers to have formed an effective and complementary team.

“The leadership team in this lower school is excellent. They work really well together. They each have different strengths and they really do complement each other. I feel like the school is in safe hands with them at the helm, I really do.” (T3)

The head was also keen to empower her colleagues:

“We try and actively encourage teacher growth in leadership roles, taking staff meetings and sharing their learning and I think that helps. They shouldn’t all be looking towards me. It’s a lot broader based than that, the leadership of the programme. If I left the school, you wouldn’t want the school to fall apart. You need to build it for sustainability.” (T8)

Structures within school that facilitated professional collaboration and dialogue had been created by, for example, ensuring that time was set aside time during the week to allow this to happen.

“How you allocate time during the day tells people a lot about what you really value, regardless of what’s in your nice brochure, right? I think as administrators we’re well aware of the impact of those cultural forces.” (T7)

Regular meetings took place twice a week. Planning meetings, for example, allowed homeroom teachers in different grades to meet with single subject teachers and, for part of the time, with the PYP co-ordinator. Additional collaboration opportunities through, for example, teacher-to-teacher sharing,

were also available at times and technologies such as Drop Box and online blogs were also employed. In meetings, the emphasis was on time for development rather than information sharing and networking among staff was important.

“Often we’re encouraged to either sit with your team, if you’re doing something that pertains to that, or don’t sit with your team and sit with somebody who looks unfamiliar, which is easy in such a big school. They’re constantly asking you to make more connections.” (T2)

These collaborative structures presented some logistical challenges for timetabling, particularly for the single-subject teachers who may have been working with a class at a time when the home room teachers were meeting. A further challenge for these single-subject teachers was to strike a balance between retaining the essence of the subject and its integration into units of inquiry.

Teachers clearly saw the value of these many forms of collaboration but also the pressures on time that they created.

“We’re very much a school where we learn from each other and we have so many opportunities to talk together. There’s never ever enough hours in a day; we would love to meet more, but it’s just impossible. If I have a grade level meeting on a Wednesday and on Friday morning we have a meeting, at some point you have to give your team a breather and say, OK we’ve also got to teach and you’ve got all your planning and assessing to do as well. There’re things in this environment you’ve got to do and you have to have a life. You have to find that balance and I think that is one of the pressures of our school. (T4)

iii) A commitment to professional learning: an innovative approach

Leaders at the school had a strong commitment to teachers’ professional learning and the extremely strong questionnaire responses showed that this was recognised by teachers. Beyond the induction into PYP for newcomers and the IB’s own workshops, members of the teaching staff were involved in many inquiry projects, as well as less formal, sporadic activities, such as reading groups and groups of teachers engaged in observations of teaching around a theme. An expectation and a valuing of inquiry and professional learning existed, even when not articulated explicitly.

“Maybe it’s an unspoken expectation. They really put forward when people are doing that. They allow opportunities for people to share what they have been doing. That then inspires other people to be interested or to develop themselves further.” (T5)

Teachers were clear that innovation and risk-taking were encouraged.

“They’re very supportive. If you make a mistake, it’s fine so long as you learn from it. As long as the children are happy and learning and you’re happy, I think they are happy.” (T4)

Although this was modelled from the top, with the head leading the way with a new move towards blogging, for example, other staff members were also empowered to take the lead on projects:

“I feel like any teacher that learns about something new, like mindfulness for example, I know a couple of teachers who kind of ran with that. So now they’re our go-to contacts in the school and you can go and get to know them more because of what they’re doing.” (T2)

There were some perceived dangers inherent in this embracing of new ideas. Some teachers, whilst simultaneously acknowledging that a strength of the school was its forward-looking nature, remarked on the challenges of the relentlessly fast pace of ideas.

“There’s never been a time when I’ve thought, ‘we’ve done that, sit back and relax a bit’. That’s very tiring and it’s a fast pace all the time and that’s commented on a lot, particularly by new people that come in.” (T3)

“It’s very fast. I’m not always sure that it’s that thorough. We have a very fast ambitious staff. You sometimes have the idea that we follow, like someone says ‘it’s mindfulness’ and we all run after ‘mindfulness’. And at some point we’re running after another idea. Of course, that’s how you develop if you want to be a leader in the field.” (T1)

Much of this was bound up with the leaders’ high expectations of the staff, but such expectations were also self-imposed and bought into by teachers themselves.

“The school is highly self-critical and perfectionist. You do this to yourself. High expectations is probably the right word.” (T1)

“We all voluntarily jump on that train because the expectations are high and we want to do a good job. It’s a very fast-paced train. You get on that train on Monday morning and you can’t get off.” (T4)

iv) Collective trust and individual autonomy

The head was keen to empower her colleagues:

“We try and actively encourage teacher growth in leadership roles, taking staff meetings and sharing their learning and I think that helps. They shouldn’t all be looking towards me. It’s a lot broader

based than that, the leadership of the programme. If I left the school, you wouldn't want the school to fall apart. You need to build it for sustainability." (T8)

Individual teachers were also clear that responsibility for a form of PYP co-ordination lay with them to a great extent.

"You asked about co-ordinating of the PYP, but the teacher has a responsibility in there too, they really do, because our responsibility is that the children understand what the PYP is and the parents understand what the PYP is. So the parents come to workshops given by our admin team but it's also how we communicate with parents – it indicates what the PYP values are and how are we making that clear." (T5)

This responsibility was reflected also in the degree of trust afforded to teachers in terms of a respect for their autonomy and a lack of day-to-day scrutiny. The school leaders prided themselves on this, one explained:

"We give a lot of autonomy to people. I purposely try always to treat teachers as professionals. I view them as the front line and every other single person in the school supports the front line, whether you're the director or the chef. It doesn't matter. If you're not the teacher you're secondary." (T7)

Such trust and autonomy were appreciated by all teachers:

"I love the way we're given the opportunity to be professionals and we're trusted to do our job. I really feel here that I am given the freedom and the trust to teach the way I think I should." (T3)

v) The PYP leader: A pivotal role

"To be a leader in a PYP school you have to have a really good understanding of the framework and the beliefs and values of the programme. Schools can come into problems sometimes when they don't. In my role, if I'm going in to evaluate in the classroom and observe teachers, if I don't know what we're expecting of the PYP programme, how can I do that in a way that really continues to develop the programme? We need to keep up to date and informed in the development of the programme." (T8)

This school accorded a *particularly high status to the PYP co-ordinator*, a non-teaching role centred on frequent interaction with the teaching staff, both through attendance at grade planning meetings and a constant open door policy. This role allowed her to advise on planning but also to ensure coherence and progression between the grades. The PYP co-ordinator thus occupied a pivotal position between the head and assistant head and the grade co-ordinators and

their teams. The head further explained how this role served as a conduit for information:

“She attends most of the planning meetings in the week so, although the grade co-ordinator is leading that meeting, her role is to be that extra eye. She feeds back to [assistant head] and I at a weekly meeting on Friday afternoon. She always updates us as to what’s going on” (T8)

While the head was seen, therefore, as: “overseeing everything, she’s like the big umbrella at the top.” (T3), the PYP co-ordinator was free to be closer to the teaching staff. This role, significantly, did not involve appraisal of staff, thus allowing her to be seen as a critical friend when making suggestions about practice.

“That’s the beauty of my role. I am not involved in any form of assessment of the teachers. I’m not involved in their contracts or their renewals. Hopefully I’m seen as pretty non-threatening, so that’s what I really enjoy, it’s the fact that I can throw things out, the fact that we can battle over it.” (T6)

Consequently, for teachers, the PYP co-ordinator represented a visible, accessible colleague:

“She’s the one who’s most visible to me, and that sits in our meetings and goes through our PYP planner with us and guides us. We really talk about each unit a lot and what we’re going to do and what they’ve done before and how we can improve that and we’re always jumping off that.” (T2)

vi) Teaching the PYP: continuing challenges

For all the leadership support, teaching the PYP well continued to present a challenge for experienced teachers as well as those new to the curriculum.

“It’s a big shift for teachers and I think it was for me too. My training was much more like the thematic units and that’s a huge shift from when you start; and you think whatever can we do that links to this unit? You have to look at the central idea and then the concepts behind that and then what works well with these concepts rather than everything you can think of that fits that theme. It goes a lot deeper.” (T8)

The challenge centred partly on the shift to a new way of teaching for teachers, many of whom were accustomed to thinking in terms of ‘subjects’. The sheer complexity of integrating aspects of subject teaching into the units of inquiry in a meaningful way was intellectually challenging:

“We spend a lot of time helping teachers to see themselves as teachers of kids, before teachers of a subject. But that’s hard when we ask them to report on a subject or implement a scope and sequence document that’s more about teaching a subject than teaching kids. So I feel like the schedule could be improved to support that trans-disciplinary teaching.” (T7)

Additionally, for all teachers, the thought required in planning as a team, looking afresh at units of inquiry for every new class and following children’s emerging interests, demanded much of their time and effort:

“It’s a lot more open and child-centred and that takes a lot more thought and organisation and trust in the kids. It takes a lot more thinking about than just following a prescriptive curriculum.” (T3)

vii) The challenge of external relationships

While relationships with the parental community were generally seen as strong, leaders had needed to work hard to explain the PYP to new parents. The aspirational demands of ‘corporate’ families presented a challenge to the PYP ethos and the school worked to help them to understand this through activities such as parental workshops. This had been largely successful but was an on-going project, particularly with families who worried about children re-integrating into home nations’ curricula or who had expectations relating to grades and standardised testing.

The work of the senior leaders in this was noted and appreciated by their colleagues:

“The school is really good at preserving the culture: the warm culture of thinking and reflection and open-mindedness to other cultures and international thought. The school is good at the support of teachers. You see that in leadership. Things always happen between parents and teachers and the teachers are strongly supported and protected by the leadership. That’s one of the strong things about this school that allows teachers to take risks or develop ideas.” (T1)

“They value what families say but they also stand strongly as a school that this is what we believe and this is how the school is, because there are families who come and they see all these wonderful resources but they want a different curriculum.” (T4)

The need for further development in this area was acknowledged by the head:

“That’s always an area, when we have a self-study with our accrediting agencies, that’s always an area we say we can do more on, in terms of the local community.” (T8)

Section 5

Summary: Cross Case Leadership Issues

This section highlights issues arising from the different case studies and the analysis of quantitative data arising from the questionnaire. In total five issues are discussed, the first one being a summary of the development context of the case study schools.

5.1 PYP Development Contexts

Research in each school revealed both similar and different issues of PYP leadership practices within different school cultures. Table 5.1 provides a classification of the key issues discussed above. From this, it is possible to classify the schools in terms of the features of their development.

School	Overarching issue	Exec leadership	PYP	CPD	Change	Culture	External relations	PYP Values and Practices	PYP Leadership	Trust
School 1	An uneven journey	Historic leadership instabilities: too many changes	Establishing a new PYP core team of experienced PYP headteacher, deputy headteacher and PYP P-T co-ordinator	Continuing professional development: inadequate provision	The IB inspection: a wake up call for change	A highly committed leadership team	Clear and regular close up communication and education induction of parents	Variation in practice: the uneven development of PYP values and practices	PYP leadership: a chequered history Leading PYP: towards a brighter future	Recreating trust through strategic appointments in PYP leadership.
School 2	Dynamic leadership and strong collective identity	Distributed Leadership: a principal led 'layered' model	Embracing the learner profile	Learning for all Creating time to plan	Creating and sustaining stability without stagnation	Fostering a spirit of collaboration	Increasing parental participation Involving the local community	All staff modelling the learner profile, especially 'inquiry'	Distributed: part of a lower school team of 3: head, deputy and PYP co-ordinator. Hands on not strategic	Trusting staff through a model of distributed leadership and participation in decision making through grade leader meetings.
School 3	Changing the culture, establishing the leadership	Developing a PYP appropriate culture: the executive principal role	Establishing a new PYP leadership position	Fostering continuing professional development	Sustaining the key principles and practices of PYP	Building a team Developing collegial systems	Extending relationships for learning	Enacting the learner profile: an enquiring mindset	The establishment of an appropriate culture for the PYP comes from the principal, but the PYP co-ordinator deals more directly with curriculum planning issues.	Building trusting relationships between staff through collaborative structures, trusting staff through distributing leadership.
School 4	leadership stability	Leadership vision Leadership values Setting directions	Trying to live the PYP values	Connecting to and sharing research from the IB world	High staff turnover makes continuity difficult	A well-established leadership team	The challenges of external relationships	Implementing the PYP programme	PYP co-ordination: leadership limitations	Strong control from the school leader but teachers empowered through dissemination of research and good practice
School 5	Low profile leadership	Non directive leadership: the executive principal's role	Looking to the PYP co-ordinator as a model	Making best use of collaborative time	A time of transition: a young school with recent leadership changes	The role of informal networks for learning	Communicating PYP to parents	Fostering PYP values: challenges of implementation	The role of the PYP co-ordinator: autonomy and guidance	Trust conveyed through minimal direction of individual teachers
School 6	modelling PYP values	Leadership experience, expectations and expertise	PYP values pervading all aspects of the school	Commitment to professional learning and innovation	The challenge of rapid growth	Fostering a culture of collaboration	The challenge of external relationships	Teaching the PYP: continuing challenges	The PYP co-ordinator: a pivotal role	Collective trust and individual autonomy

Table 5.1 School Development Features

5.2. The Influence of PYP Values on leadership

The leaders in every case study school demonstrated a firm and passionate commitment to IB values. Respondents to the questionnaire consistently identified a commitment to the PYP as a significant feature of the work of the principals (see Table 3.1). The principals were also perceived to show many of the characteristics seen in the learner profile and so were thought to be committed both in their beliefs and actions (see section 3.1.3). Many interviewees also spoke about this issue.

“I like the PYP. I’m trying to make the PYP happen not only in my class but also in my life and as I travelled and worked in different places, I really really learned and made the PYP values, the learner profile, the attitudes, I feel understand more by doing that.” (School 5, T3)

However, although their collective sense of identity and ‘belonging’ was clearly evident, this did not always apply to the teachers. A number of the schools (Schools 1, 2 and 5), had appointed teachers with little or no experience of the PYP curriculum and who, because of a lack of in-depth understanding and adequate interventions in the form of continuing professional development, were unable or, in a few cases, unwilling to abandon their previously successful teaching practices. Whilst this cannot be said to affect the effectiveness of the learning and teaching, it would almost certainly affect the strength of the communication of the core PYP values to students.

Schools had dealt with this issues through a range of strategies: informally, for example through collaborative working between teachers where new teachers could be socialised into the working practices of the school, including of the PYP; and formally through the establishment of induction programmes which included allowing new staff to attend IB courses and which also provided ‘in house’ training.

5.3. PYP co-ordinator status

As noted in the previous section, the school principals were perceived to show many of the attributes of the learner profile. However, one of the consistent features of the case study analysis of the questionnaire was that the PYP co-ordinator was believed to show even more of the characteristics of the IB learner profile than the principal in the same school. This trend was tested in the combined data from all case study schools and can be seen in section 3.1.3. The credibility of the PYP co-ordinators was associated, at least in part, with their status within the organisation. For example, in School 4, the smallest of the case studies with 38 students, the principal was also the co-ordinator; whereas in School 5, the second smallest school with less than 100 students in total, forty of these studying the PYP, the co-ordinator had a full time class commitment and the principal mainly associated himself with the MYP. Nevertheless, he was seen as:

“...an open-minded teacher and person. He is very understanding, he’s a great thinker. I feel on the same page with him mostly...He’s very understanding and he’s very helpful and he’s willing to give me advice at any time of the day and I’m really happy that he is the PYP co-ordinator in this school and I feel very comfortable around him as a colleague.”

In all but School 6, PYP co-ordinators were part-time leaders and were managing a class teaching commitment alongside this. Inevitably, time to fulfil the needs of the role as they would have wished was perceived as problematic.

In School 2, PYP co-ordinator had a 'hands on' rather than strategic role:

"identifying skills for units, developing a continuum for skills, meeting with the deputy and principal weekly for reflection, decision making. I meet grades leaders once per unit for planning and meet with maths, ICT and language coaches when needed and attend grade level meetings when appropriate." (T9)

Another teacher described this co-ordinator's role as:

"She co-ordinates all our planning and does a lot of co-ordination of the pre-assessments and keeps us all on track. She co-ordinates all the information from our pre- and post assessments. She is on hand if you want help with conceptual learning [...]. She is very supportive of us and if you need help or support she is always there." (T2)

In School 3, the recent creation of a PYP co-ordinator as a senior position within the school structure and with distinctive curriculum leadership responsibilities of the newly established PYP co-ordinator, whilst welcomed by the lower school headteacher, had also created tensions.

That has been a real change in mindset for me.....I felt that I had been appointed because I had been good in the classroom and I had a good idea of what made good education, and I suddenly felt that I couldn't share that as much as I wanted to because The PYP co-ordinator is given a certain amount of time off timetable to sit with, coach is a better term, and help and support ... teachers... in their planning.... (Headteacher)

The lower school headteacher's role, therefore, had become less to do with managing the PYP curriculum planning and classroom practices of teachers, as the PYP coordinator now had responsibility for this work. However:

A curriculum is only part of the PYP. It is a mindset, a culture. It's the whole package. Although [the PYP co-ordinator] will look at the curriculum and make sure that the teachers are ticking the boxes, the culture has expanded from a core of a few teachers to all of the teachers, classroom assistants, the secretarial staff and the parent cohort....so my job is the bigger vision about the school being an international minded, inquiry minded place... (Headteacher)

The co-ordinator in School 1 had a 40% class teaching commitment but was strongly supported by the head (a previous PYP co-ordinator) and deputy of the lower school (who also had extensive PYP experience); in School 3, the PYP co-ordinator had a 50% class teaching commitment, strongly supported by the lower school headteacher who, again, had extensive PYP experience. School 6, one of the two largest of the case study schools and with

the longest history of teaching the whole IB curriculum, had a full time co-ordinator who was strongly supported by the lower school head, who had many years of PYP experience.

“[Assistant Head] and [Head] I couldn’t speak more highly of. They both fulfil their roles so wonderfully. All teachers have such high respect for the team: that really helps. (T6)

One recurring issue in this examination of the links between school leadership and the operation of the Primary Years Programme concerned the differing leadership roles of the school principal and of the PYP co-ordinator (only one school combined both roles). Whereas the PYP co-ordinator had responsibility for the leadership of the curriculum and for establishing operational procedures for planning, implementing and reviewing the school’s approach to the PYP across year groups and subject areas, the principal’s position was to oversee this and to ensure that the culture of the organisation which they were responsible for leading, was consistent with the principles and goals of the PYP. It did seem important for both the principal and the PYP co-ordinator to display a commitment to the PYP and to demonstrate the attributes associated with the learner profile. The PYP co-ordinator was (mainly) seen as being more directly involved in the work of teachers whilst the school principal was perceived as being responsible for the overarching strategic elements of leadership, for example, establishing and communicating a vision for the organisation. How these two roles relate is a significant issue for schools who adopt the PYP.

5.4. Managing multiple roles: small school constraints

Many of the challenges of leadership were related to the constraints associated with being a small school and with recent staffing changes. These manifested themselves in a variety of ways, including, in School 5, the school’s accommodation in two buildings that were not designed for this purpose and a perceived lack of resources:

“In terms of resources we don’t have as much. We are lacking books or computers or resources that would be really great for teaching. Also we are limited in developing curriculum: the units of inquiry or maths or language programmes. In other schools, there is an ESL person, an ESL department, there is a group of maths teachers. There are more people so they are more organised. They have also more resources in terms of human resources to deal with things.” (T6)

The small staff team and the recent departure of one of the principals had placed great pressure on the PYP co-ordinator who also had responsibility for teaching a class and was, in some respects, the *de facto* leader of the primary school. His colleagues recognised this conflict and the way in which it curtailed his leadership role, but also limited to changes that could be implemented by the school leadership.

“Right now, the way I see it, he’s a classroom teacher, he’s also the PYP co-ordinator, plus another hat as PY co-ordinator. Probably, knowing [co-ordinator] he’s a very helpful person. He could probably do more for me as a newcomer if he had some time. Right now, he cannot do much.

What I expect from him as a PYP co-ordinator to mentor me and support me, he cannot do it but he cannot do anything about it. His hands are tied. So I do understand that.” (T5)

“Having the co-ordinator be a teacher as well, that’s something I don’t really agree with but the director can’t change that.” (T2)

The PYP co-ordinator himself described the frustrations of having to cover so many roles and the impact this had on him.

“I do find it sometimes overwhelming, the number of responsibilities that I personally have. Sometimes I feel like there are too many things and I’m distracted and can’t focus on one thing. Other people might handle that differently or better. So, in that sense, I find it stressful sometimes.” (School 5, PYP co-ordinator)

The clear message was that the PYP co-ordinator role was one requiring dedicated time and a high status. This tension, however, had been recognised by the principal and plans were in place for the 2015-16 school year to restructure the PYP leadership. The current PYP co-ordinator was to take on leadership of the primary school and the specific PYP role would be shared between two teachers with experience of this curriculum in other settings. There was a feeling that this separation of the PYP role from other leadership responsibilities in particular would have a very positive impact.

“The support role of the PYP co-ordinator is something that can be changed to develop the PYP further. Our PYP Co-ordinator is very experienced but also being the primary school co-ordinator is a problem because he’s acting as the head of a primary and these are two roles that are very difficult to complement, especially if you are also a classroom teacher. So that’s why there’s restructuring for next year. He will be primary school co-ordinator dealing with the running of the primary school and behaviour, things like that and the PYP Co-ordinator is assisted by someone else, a shared job, and they will concentrate on the academic curriculum, that is to separate those responsibilities and make sure it’s more effective, the implementation.” (T9)

Recruitment and retention of staff at School 4 had been a considerable issue in recent years and was identified as a challenge at the heart of the school’s future development prospects.

“I’d want to keep my staff. I’d want them here year after year after year because it’s a great school. It has lots of potential.” (T3)

This difficulty was attributed in part to the challenges and intensity of working in a small school, with multiple roles and a commitment to sustained close collaboration. The head also viewed this as a function of having to compete with international schools elsewhere in the world where attractive packages were available. The head had gone to great lengths to fill positions, but retaining teachers had been far from easy.

“Before the staff come, I’m very, very straight. I tell them exactly the truth. First of all I say to them, it’s not so bad living (here) but I need to tell you about the

situation with the school. So I outline everything, the bad things before the good things with the school. I'm always available there to help and often I have to finance them. I've financed some of the staff and then the next day they're gone. It's been really horrendous." (T5)

The short staffing had meant that the head had had to take over a class in addition to her existing positions as owner, head and PYP co-ordinator. She therefore had a multitude of diverse roles to fulfil on a daily basis.

"Well, I do everything. The main thing at the moment is my three and four year olds, but I do the administrative side, I do accounting. [Administrator], she's there, she helps me with security, what we have to get done under law." (T5)

The leadership of small schools, therefore, creates something of a challenge to all members of staff. In leadership terms this requires people to take on multiple roles, but such intensity and diversity can also result in high staff turnover. There are issues here that relate to induction to the PYP and the challenge of creating strategies to build collegiality and benefit from collective strategies like the adoption of collaborative planning groups.

5.5. Challenges of Parental Understanding

In the cases of Schools 1, 4, 5 and 6 especially, because of the transient international school population, not all parents or students were transferring in with prior experience of IB and so, initially, not all were convinced of its value. The results of the questionnaire suggest that a commitment to the PYP and also to IB was something which all principals shared across these case study schools, respondents also seemed to suggest that one of the important roles of the principal was to liaise with parents and this was seen as a part of their strategic role, although this was an aspect of their practices which seemed to be less successful than others (see Table 3.2). The assistant head in School 6 spoke of her school's work with parents:

"We have all kinds of things. We have introduction to PYP right away at the start of the year. Tomorrow I'm doing transition: what's it like to leave and go to another culture, what can you expect if you're going home, because it's reverse culture shock for them...We do subject-based workshops, we do culture and environment-based workshops and things that are related to dispositions for thinking. But trying to get them to understand a little bit, not just an evening session: here's the curriculum, but how have you experienced this in your life and why would we be doing this.
(T7)

Many parents, however, had intentionally chosen a school which offered IB programmes, as this allowed children of those parents who moved regularly for work purposes to follow the same curriculum, albeit in different locations. Some of the work of persuading parents who were not necessarily knowledgeable about and convinced of the benefits of the IB programme was achieved through planned interactions with other parents who were more knowledgeable and more committed to it. But all schools in some way tried and often succeeded in sustaining dialogue with parents about their children's development and their progress on the curriculum. This occurred through structured occasions, such as regular

meeting between teachers and parents, and at the concluding presentation of the PYP exhibition. It occurred, also, through extended dialogue amongst parents and between parents and staff at the beginning and the end of the day. School 3, for example, had established, in the early years especially, an informal start to the school day to facilitate this kind of interaction. There were also examples of a kind of 'induction' to the PYP that teachers would have been extended to parents, albeit in a briefer form. This provided some basic information about the programme and allow for discussion to clarify and questions or concerns.

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Section 6

Leadership Issues Arising in this Study

The above report has outlined the findings from a study of 6 schools. This study has made use of quantitative data, drawn from a questionnaire completed by respondents from those six schools and from data collected on a series of site visits. We have distilled this work into ten key findings, each of which is explored in turn below.

Finding 1: Executive Principals' Values and Practices Influence

International research has found consistently that the principal's influence on students is second only to that of the teacher (Leithwood et al, 2006). This is further evidenced by a key finding from this research concerning the role of the Executive Principal in situating the status, role and preferred practices of the PYP leadership in the school within a particular whole school vision. There are differences between the schools, both in this respect and in the principals' understandings of PYP, their leadership and management styles, and the passion and energy with which they promoted PYP.

In this study principals were seen as 'guardians' of the school culture. How the principal chose to undertake their work, including how they articulated a vision for the school, who they chose to appoint, how they supported staff, all had an effect on the school culture and thus on the ways in which other leaders (most especially, for this study, the PYP co-ordinator) and other staff worked and were able to put the PYP into practice. This strategic work can be seen as the principals' most significant contribution to the PYP.

Finding 2: Reducing within School Variation

There was evidence of within school variation in the understanding, adoption and commitment of PYP principles and practices by all staff. This related variously to adherence by individuals to previous successful beliefs and practices from outside the IB framework, limitations in recruitment practices by the school and lack of opportunity for PYP co-ordinators to influence. A diversity of practices might be desirable to provide children with varied and stimulating experiences, but common understandings of the goals and purpose of the school and a common commitment to the PYP principles and practices is a second significant requirement of all elements of leadership.

Finding 3: Ensuring Fidelity with PYP Values

The schools which demonstrated the most consistent fidelity with PYP values and practices were those where executive principals had experience of teaching PYP and who had ensured that implementation was led by senior members of staff.

Finding 4: PYP Co-ordination: Credibility, Status and Time to Lead

The credibility of the PYP co-ordinators was associated in part with their assigned roles within their schools. These did not always relate to school size but to the importance attached to the role by the school executive principal. In all but one case, PYP co-ordinators were part-

time leaders and were managing class teaching commitments alongside this. Inevitably, time to fulfil the needs of the role as they would have wished was perceived as problematic. This impacted on their capacity to lead and their status within the schools, where often they were not members of the senior leadership team and thus not party to key strategic decision-making processes. The co-ordinator's appointment is a very significant one for the operation of the PYP and the findings from this study highlight the importance not only of identifying the right person for the role, but also of ensuring that they have the leadership authority and support within their school.

Finding 5: The Influence of PYP Values: Modelling IB

Modelling PYP values and practices is a core function of every PYP teacher. Whilst not doing so cannot be said always to affect the general effectiveness of the learning and teaching, it is likely to affect the strength of the communication of the core PYP values to students. The PYP co-ordinators in every case study school demonstrated a firm and passionate commitment and strong sense of identity with IB values and practices. However, there were examples where the co-ordinators found it difficult to influence all colleagues to embrace these fully. A number of the schools had appointed teachers with little or no experience of the PYP curriculum and who, because of a lack of in-depth understanding and adequate and appropriate interventions in the form of continuing professional development, were unable or, in a few cases, unwilling to abandon their previously teaching beliefs and practices.

This raises issues of providing targeted, differentiated professional development opportunities for people with responsibilities for implementing PYP at all levels. For the PYP co-ordinators this entails leadership development in change management, as well as training linked directly to the PYP curriculum.

Finding 6: Fostering Continuing Professional Development

There were cases where teachers with no or little previous experience of teaching PYP had adapted their practices without embracing fully the values directly associated with PYP. Many participants highlighted the importance but relative lack of CPD linked directly to the PYP. PYP practices are likely to improve and be adopted consistently by teachers when there are coherent and continuing policies for the induction and on-going professional development support and intervention for all PYP teachers. However, the outcomes of CPD need to be put into practice. As well as providing CPD, school leaders should also be concerned with creating an environment in which teachers are encouraged to innovate, reflect upon and develop their practices is a key characteristic of a successful PYP culture.

Finding 7: Patterns of Teacher Employment

International schools are dynamic institutions in which, for the most part, there is a regular movement in and out of parents, pupils and teachers. Inevitably, this challenges the ability of leaders to ensure stability, continuity and quality. Some of the issues arising from this movement can be mitigated through collaborative working practices and induction programmes. The IB inspection has also been a catalyst to prompt reviews of and revisions to practices. Regular provision of and access to professional development programmes by executive principals alongside PYP co-ordinators would likely develop principals' understandings of the conditions and qualities and skills needed by PYP co-ordinators and

embed them in the PYP 'culture' of the school.

Finding 8: Creating Linkages between PYP and MYP

In most schools that offered PYP and MYP there were no regular meetings between the coordinators for the purposes of continuity and progression planning. Regular meetings between curriculum co-ordinators at the different level of the IB curriculum, and also between teachers would help all to understand the relationship of the PYP to the MYP, and to the IB curriculum in its entirety

Finding 9: Small School Challenges

The challenges of developing PYP leadership in small schools may be attributed in part to the need for staff to take multiple roles, the ability to provide appropriate remuneration packages to attract new staff when having to compete with international schools elsewhere in the world, the disproportionate effect of staff movement on continuity of vision and consistency of practice and sustained close collaboration. Recruiting and retaining teachers in these circumstances is likely to remain a challenge.

Finding 10: Building Parental Understanding

Because of the transient international school population in many schools, not all parents or students were transferring in with prior experience of IB. Not all were convinced of its value. There were, however, also, examples of parents who were committed to the IB and who had deliberately selected IB schools for their children. This is in part an issue of how to communicate with perspective and current parents, and so receive a formal introduction to the PYP, and in part of establishing on-going dialogue across the school community as a means for a more relational and cultural form of communication of the goals vision and values of the school.

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Section 7

Appendices

7.1 Questionnaire design

Part 1: Profile questions

These questions allow us to have a good understanding of your experience in education. Please fill in the blank boxes in the following table.

Age (years).

Experience of work in education (years).

Years in current school (years).

Ages of students/pupils taught (years).

Experience working with PYP (years).

Subject specialism (if any)

Role in the school

Part 2: School Implementation of the PYP

This section of the questionnaire explores how your school has implemented the PYP	Extent of agreement (please circle)						Not applicable
	Strongly Disagree					Strongly Agree	
1. This principal is committed to the principles of the IB Primary Years Programme.	1	2	3	4	5	6	N/A
2. This principal has implemented a system to monitor the implementation of the IB Primary Years Programme.	1	2	3	4	5	6	N/A
3. Teachers have time for collaborative planning.	1	2	3	4	5	6	N/A
4. Teachers are encouraged to use data to evaluate and develop their practices.	1	2	3	4	5	6	N/A
5. Teachers are encouraged to be open minded about different educational approaches.	1	2	3	4	5	6	N/A
6. Teachers are encouraged to try new things and to take risks.	1	2	3	4	5	6	N/A
7. School structures support teacher initiative, experimentation and change for the benefit of pupils	1	2	3	4	5	6	N/A
8. School values support teacher initiative, experimentation and change for the benefit of pupils	1	2	3	4	5	6	N/A
9. Staff values and knowledge in relation to teaching, learning and behaviour are challenged by the Principal	1	2	3	4	5	6	N/A
10. Staff challenge each other's' values and knowledge in relation to teaching, learning and behaviour	1	2	3	4	5	6	N/A
11. Teachers are provided with ongoing professional development related to IB principles.	1	2	3	4	5	6	N/A
12. Teachers are provided with other professional development opportunities.	1	2	3	4	5	6	N/A
13. Teachers are prepared to implement the PYP.	1	2	3	4	5	6	N/A
14. At this school, there is a system of review for refinement of the PYP curriculum framework (e.g. interdisciplinary themes, pedagogy of inquiry).	1	2	3	4	5	6	N/A
15. The principal at this school has developed strategies to integrate the PYP curriculum framework and the local curriculum	1	2	3	4	5	6	N/A
16. The school provides opportunities for students to take ownership of their learning experiences.	1	2	3	4	5	6	N/A
17. Parents understand student expectations regarding the IB-PYP.	1	2	3	4	5	6	N/A
18. Overall, the benefits of the PYP are worth the investment.	1	2	3	4	5	6	N/A
19. The IB organization provided support to assist the school in evaluating its capacity to deliver the PYP.	1	2	3	4	5	6	N/A
20. Teachers helped to identify the resources needed to deliver the PYP.	1	2	3	4	5	6	N/A

School implementation of the PYP continued.	Extent of agreement						Not applicable
	Strongly Disagree					Strongly Agree	
21. In this school there are high expectations for students achievement	1	2	3	4	5	6	N/A
22. Students are empowered to participate in making decisions about the direction of the school	1	2	3	4	5	6	N/A
23. The school environment is physically and psychologically safe for children	1	2	3	4	5	6	N/A
24. Staff are respectful of each other's opinions	1	2	3	4	5	6	N/A
25. Staff are empowered to participate in making decisions about the direction of the school	1	2	3	4	5	6	N/A
26. There is ongoing professional dialogue among teachers	1	2	3	4	5	6	N/A
27. The students show in different ways that they have adapted democratic values, for instance, in discussions and in different decision-making processes	1	2	3	4	5	6	N/A
28. The students understand the importance of being able to, and wanting to, have an influence	1	2	3	4	5	6	N/A
29. The students understand that it important to be able to express themselves so that others can understand what they mean	1	2	3	4	5	6	N/A
30. The students dare to try new things and show satisfaction in overcoming difficulties.	1	2	3	4	5	6	N/A
31. Students show satisfaction in overcoming difficulties	1	2	3	4	5	6	N/A
32. The students are responsible for their decisions concerning their learning and future choices.	1	2	3	4	5	6	N/A
33. The students have a critical approach which promotes many discussions and exchanges of ideas	1	2	3	4	5	6	N/A

Part 3: Questions about the School Principal

Please review these statements and indicate the extent to which you think your principal/head teacher displays these characteristics.	Extent of agreement						Not applicable
	Strongly Disagree					Strongly Agree	
1. Ethical use of power	1	2	3	4	5	6	N/A
3. Persistently working for high academic achievement	1	2	3	4	5	6	N/A
4. Passionate about the well being and achievement of all staff	1	2	3	4	5	6	N/A
5. Passionate about the well being and achievement of all pupils	1	2	3	4	5	6	N/A

							A
6. Always hopeful about improvement	1	2	3	4	5	6	N/A
7. Respectful towards all staff and pupils	1	2	3	4	5	6	N/A
8. Treats teachers as professionals	1	2	3	4	5	6	N/A
9. Gives a sense of overall purpose	1	2	3	4	5	6	N/A
10. Courageous in all circumstances	1	2	3	4	5	6	N/A
11. Initiates new projects	1	2	3	4	5	6	N/A
12. Plans strategically for the future	1	2	3	4	5	6	N/A
13. Facilitates effective communication in small groups	1	2	3	4	5	6	N/A
14. Facilitates effective communication in large groups	1	2	3	4	5	6	N/A
15. Encourages staff to evaluate, refine and improve their practice	1	2	3	4	5	6	N/A
16. Encourages staff to inquire about their own practice	1	2	3	4	5	6	N/A
17. Distributes leadership	1	2	3	4	5	6	N/A
18. Promotes the school in the local community	1	2	3	4	5	6	N/A
19. Celebrates school successes	1	2	3	4	5	6	N/A
20. Builds trust within the local community	1	2	3	4	5	6	N/A
21. Holds high expectations for others	1	2	3	4	5	6	N/A
22. Acts as a role model as the leading learner	1	2	3	4	5	6	N/A
23. Offers ideas about new and different ways of doing things	1	2	3	4	5	6	N/A
24. Promotes democratic principles	1	2	3	4	5	6	N/A
25. Manages tensions between individuals and groups	1	2	3	4	5	6	N/A
26. Is an effective facilitator of educational discussions	1	2	3	4	5	6	N/A
27. Has good relations with the School Board/School Authorities	1	2	3	4	5	6	N/A
28. Actively intervenes in promoting teachers' learning	1	2	3	4	5	6	N/A
29. Promotes awareness of global issues	1	2	3	4	5	6	N/A
30. Monitors standards of teaching, learning and behaviour throughout the school	1	2	3	4	5	6	N/A
31. Ensures that core values are regularly articulated and communicated throughout the school	1	2	3	4	5	6	N/A
32. Works towards consensus in establishing priorities for school goals	1	2	3	4	5	6	N/A
33. Shows a willingness to change in the light of new understanding	1	2	3	4	5	6	N/A

34. Expresses high expectations for staff in relation to teaching	1	2	3	4	5	6	N/A
35. Expresses high expectations for staff in relation to learning	1	2	3	4	5	6	N/A
36. Expresses high expectations for staff in relation to student behaviour	1	2	3	4	5	6	N/A

Part 4: Questions about Leadership and the PYP Learner Profile

We are interested in the extent to which you think your school leader displays the characteristics of the PYP Learner profile. For each of these please indicate the extent to which you think your Principal displays these characteristics.	Extent of agreement						Not applicable
	Strongly Disagree					Strongly Agree	
1. My principal is enthusiastic about their own learning	1	2	3	4	5	6	N/A
2. My principal shows an aptitude for conducting research	1	2	3	4	5	6	N/A
3. My principal displays curiosity about educational issues	1	2	3	4	5	6	N/A
4. My principal displays knowledge across different disciplines	1	2	3	4	5	6	N/A
5. My principal displays a knowledge of global issues	1	2	3	4	5	6	N/A
6. My principal displays knowledge of local issues	1	2	3	4	5	6	N/A
7. My principal is a critical thinker	1	2	3	4	5	6	N/A
8. My principal is a creative thinker	1	2	3	4	5	6	N/A
9. My principal shows initiative in their leadership	1	2	3	4	5	6	N/A
10. My principal is an effective verbal communicator	1	2	3	4	5	6	N/A
11. My principal communicates effectively via other means	1	2	3	4	5	6	N/A
12. My principal is willing to listen to others	1	2	3	4	5	6	N/A
13. My principal effectively collaborates with others	1	2	3	4	5	6	N/A
14. My principal acts with integrity	1	2	3	4	5	6	N/A
15. My principal is honest	1	2	3	4	5	6	N/A
16. My principal is respectful	1	2	3	4	5	6	N/A
17. My principal displays a belief in fairness	1	2	3	4	5	6	N/A
18. My principal displays a belief in social justice	1	2	3	4	5	6	N/A
19. My principal is respectful of the traditions of others	1	2	3	4	5	6	N/A

20. My principal takes into account the views of others	1	2	3	4	5	6	N/A
21. My principal shows empathy	1	2	3	4	5	6	N/A
22. My principal is compassionate in their work	1	2	3	4	5	6	N/A
23. My principal is willing to take risks	1	2	3	4	5	6	N/A
24. When facing challenges my principal is resourceful	1	2	3	4	5	6	N/A
25. My principal is willing to explore new ideas	1	2	3	4	5	6	N/A
26. My principal is able to balance the physical and emotional aspects of their work	1	2	3	4	5	6	N/A
27. My principal is able to balance the emotional and intellectual aspects of their work	1	2	3	4	5	6	N/A
28. My principal is able to balance the intellectual and physical aspects of their work	1	2	3	4	5	6	N/A
29. My principal recognises the need to work with others	1	2	3	4	5	6	N/A
30. My principal is thoughtful	1	2	3	4	5	6	N/A
31. My principal understands their own strengths	1	2	3	4	5	6	N/A
32. My principal understands their own weaknesses	1	2	3	4	5	6	N/A
33. My principal thinks deeply about their own practice	1	2	3	4	5	6	N/A
34. My principal is reflective	1	2	3	4	5	6	N/A

Part 5: Questions about the PYP Coordinator and the PYP Learner Profile

We are interested in the extent to which you think your PYP coordinator displays the characteristics of the PYP Learner profile. For each of these please indicate the extent to which you think your PYP coordinator displays these characteristics.	Extent of agreement						Not applicable
	Completely disagree					Strongly Agree	
1. My PYP coordinator is enthusiastic about their own learning	1	2	3	4	5	6	N/A
2. My PYP coordinator shows an aptitude for conducting research	1	2	3	4	5	6	N/A
3. My PYP coordinator displays curiosity about educational issues	1	2	3	4	5	6	N/A
4. My PYP coordinator displays knowledge across different disciplines	1	2	3	4	5	6	N/A
5. My PYP coordinator displays a knowledge of global issues	1	2	3	4	5	6	N/A
6. My PYP coordinator displays knowledge of local issues	1	2	3	4	5	6	N/A
7. My PYP coordinator is a critical thinker	1	2	3	4	5	6	N/A

8. My PYP coordinator is a creative thinker	1	2	3	4	5	6	N/A
9. My PYP coordinator shows initiative in their leadership	1	2	3	4	5	6	N/A
10. My PYP coordinator is an effective verbal communicator	1	2	3	4	5	6	N/A
11. My PYP coordinator communicates effectively via other means	1	2	3	4	5	6	N/A
12. My PYP coordinator is willing to listen to others	1	2	3	4	5	6	N/A
13. My PYP coordinator effectively collaborates with others	1	2	3	4	5	6	N/A
14. My PYP coordinator acts with integrity	1	2	3	4	5	6	N/A
15. My PYP coordinator is honest	1	2	3	4	5	6	N/A
16. My PYP coordinator is respectful	1	2	3	4	5	6	N/A
17. My PYP coordinator displays a belief in fairness	1	2	3	4	5	6	N/A
18. My PYP coordinator displays a belief in social justice	1	2	3	4	5	6	N/A
19. My PYP coordinator is respectful of the traditions of others	1	2	3	4	5	6	N/A
20. My PYP coordinator takes into account the views of others	1	2	3	4	5	6	N/A
21. My PYP coordinator shows empathy	1	2	3	4	5	6	N/A
22. My PYP coordinator is compassionate in their work	1	2	3	4	5	6	N/A
23. My PYP coordinator is willing to take risks	1	2	3	4	5	6	N/A
24. When facing challenges my PYP coordinator is resourceful	1	2	3	4	5	6	N/A
25. My PYP coordinator is willing to explore new ideas	1	2	3	4	5	6	N/A
26. My PYP coordinator is able to balance the physical and emotional aspects of their work	1	2	3	4	5	6	N/A
27. My PYP coordinator is able to balance the emotional and intellectual aspects of their work	1	2	3	4	5	6	N/A
28. My PYP coordinator is able to balance the intellectual and physical aspects of their work	1	2	3	4	5	6	N/A
29. My PYP coordinator recognises the need to work with others	1	2	3	4	5	6	N/A
30. My PYP coordinator is thoughtful	1	2	3	4	5	6	N/A
31. My PYP coordinator understands their own strengths	1	2	3	4	5	6	N/A
32. My PYP coordinator understands their own weaknesses	1	2	3	4	5	6	N/A
33. My PYP coordinator thinks deeply about their own practice	1	2	3	4	5	6	N/A
34. My PYP coordinator is reflective	1	2	3	4	5	6	N/A

7.2 Summary Tables for Cross Case Analysis of Section 2

Question number	Null hypothesis	Sig.	Result	Significant pairs.
1	The distribution of ratings for item 4.1. 1. Ethical use of power is the same across all schools	0.001	Reject the null hypothesis.	School 2 – School 1 School 2 – School 6 School 2 – School 3 School 5 – School 6
3	The distribution of 4.3. 3. Passionate about the well being and achievement of all staff is the same across all schools..	0.001	Reject the null hypothesis.	School 5 – School 6 School 2 – School 6
4	The distribution of 4.4. 4. Passionate about the well being and achievement of all pupils is the same across all schools.	0.001	Reject the null hypothesis.	School 5 – School 6 School 2 – School 6
6	The distribution of 4.6. 6. Respectful towards all staff and pupils is the same across all schools.	0.001	Reject the null hypothesis.	School 2 – School 6 School 2 – School 1 School 5 – School 6 School 5 – School 1
9	The distribution of 4.9. 9. Courageous in all circumstances is the same across all schools.	0.001	Reject the null hypothesis.	School 2 – School 3 School 2 – School 6 School 5 – School 6
18	The distribution of 4.18. 18. Celebrates school successes is the same across all schools.	0.001	Reject the null hypothesis.	School 2 – School 6
20	The distribution of 4.20. 20. Holds high expectations for others is the same across all schools.	0.001	Reject the null hypothesis.	School 2 – School 6
21	The distribution of 4.21. 21. Acts as a role model as the leading learner is the same across all schools.	0.001	Reject the null hypothesis.	School 5 – School 6 School 2 – School 6
32	The distribution of 4.32. 32. Shows a willingness to change in the light of new understanding is the same across all schools.	0.006	Reject the null hypothesis.	School 2 – School 6
33	The distribution of 4.33. 33. Expresses high expectations for staff in relation to teaching is the same across all schools.	0.001	Reject the null hypothesis.	School 2 – School 6 School 1 – School 6

34	The distribution of 4.34. 34. Expresses high expectations for staff in relation to learning is the same across all schools.	0.001	Reject the null hypothesis.	School 5 – School 6 School 1 – School 6
35	The distribution of 4.35. 35. Expresses high expectations for staff in relation to student behaviour is the same across all schools.	0.001	Reject the null hypothesis.	School 1 – School 6

Summary Table 7.2.1: Results for between-school variability concerning the personal qualities of the principal.

Question number	Null hypothesis	P-value	Result	Significant pair differences.
2	The distribution of ratings for item 4.2. 2. Persistently working for high academic achievement is the same across all schools	0.001	Reject the null hypothesis.	School 5 – School 6 School 2 – School 6
5	The distribution of 4.5. 5. Always hopeful about improvement is the same across all schools.	0.001	Reject the null hypothesis.	School 2 – School 6
8	The distribution of 4.8. 8. Gives a sense of overall purpose is the same across all schools.	0.001	Reject the null hypothesis.	School 5 – School 6 School 2 – School 6
10	The distribution of 4.10. 10. Initiates new projects is the same across all schools.	0.001	Reject the null hypothesis.	School 2 – School 6
11	The distribution of 4.11. 11. Plans strategically for the future is the same across all schools.	0.001	Reject the null hypothesis.	School 2 – School 6
16	The distribution of 4.16. 16. Distributes leadership is the same across all schools.	0.002	Reject the null hypothesis.	School 4 – School 3 School 2 – School 3

17	The distribution of 4.17. 17. Promotes the school in the local community is the same across all schools.	0.008	Reject the null hypothesis.	School 2 – School 6 School 2 – School 1
19	The distribution of 4.19. 19. Builds trust within the local community is the same across all schools.	0.029	Reject the null hypothesis.	School 2 – School 6
23	The distribution of 4.23. 23. Promotes democratic principles is the same across all schools.	0.001	Reject the null hypothesis.	School 2 – School 1 School 2 – School 6
26	The distribution of 4.26. 26. Has good relations with the School Board/School Authorities is the same across all schools.	0.05	Retain the null hypothesis.	
28	The distribution of 4.28. 28. Promotes awareness of global issues is the same across all schools.	0.001	Reject the null hypothesis.	School 2 – School 6 School 2 – School 4
30	The distribution of 4.30. 30. Ensures that core values are regularly articulated and communicated throughout the school is the same across all schools.	0.001	Reject the null hypothesis.	School 5 – School 6 School 2 – School 6
31	The distribution of 4.31. 31. Works towards consensus in establishing priorities for school goals is the same across all schools.	0.001	Reject the null hypothesis.	School 5 – School 6 School 2 – School 6

Summary Table 7.2.2: Results for between-school variability concerning the strategic elements of the work of the principal.

Question number	Null hypothesis	P-value	Result	Significant pair differences.
7	The distribution of 4.7. 7. Treats teachers as professionals is the same across schools.	0.001	Reject the null hypothesis.	School 5 – School 6 School 2 – School 6
12	The distribution of 4.12. 12. Facilitates effective communication in small groups is the same across all schools.	0.001	Reject the null hypothesis.	School 2 – School 6

13	The distribution of 4.13. 13. Facilitates effective communication in large groups is the same across all schools.	0.001	Reject the null hypothesis.	School 2 – School 3 School 2 – School 6 School 5 – School 6
14	The distribution of 4.14. 14. Encourages staff to evaluate, refine and improve their practice is the same across all schools.	0.001	Reject the null hypothesis.	School 5 – School 6 School 2 – School 6
15	The distribution of 4.15. 15. Encourages staff to inquire about their own practice is the same across all schools.	0.001	Reject the null hypothesis.	School 5 – School 6 School 2 – School 6
22	The distribution of 4.22. 22. Offers ideas about new and different ways of doing things is the same across all schools.	0.001	Reject the null hypothesis.	School 5 – School 6 School 2 – School 6
24	The distribution of 4.24. 24. Manages tensions between individuals and groups is the same across all schools.	0.007	Reject the null hypothesis.	School 2 – School 6
25	The distribution of 4.25. 25. Is an effective facilitator of educational discussions is the same across all schools.	0.001	Reject the null hypothesis.	School 5 – School 6 School 2 – School 6
27	The distribution of 4.27. 27. Actively intervenes in promoting teachers' learning is the same across all schools.	0.001	Reject the null hypothesis.	School 5 – School 6 School 2 – School 6 School 1 – School 6
29	The distribution of 4.29. 29. Monitors standards of teaching, learning and behaviour throughout the school is the same across all schools.	0.001	Reject the null hypothesis.	School 5 – School 6 School 2 – School 6

Summary Table 7.2.3: Responses for questions from section 2 concerning the elements of the work of the principal involving relationships with staff.