How schools define the success of the IB PYP

Dr. Jill Sperandio and Dr. Peggy Kong
Lehigh University

An IB funded research project
Guiding questions

1. How do schools define the ‘success’ of the PYP with respect to:
   • School ethos and culture
     ▪ Development of international mindedness within the school community
     ▪ School leadership
     ▪ Teacher pedagogical beliefs and practices
     ▪ Parent satisfaction with the PYP
     ▪ Student learning outcomes including students’ demonstration of the attributes of the IB Learner Profile

2. Do school definitions of success vary by school type (public or private)?

3. What suggestions do schools have for maintaining or increasing the success of the program in the future?
Designing the study

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

**Self-led Stakeholder Focus Group Interviews**

All schools were asked to *convene three discussion* groups, one for administrators, one for parents, and one for teachers. Groups were asked for their *perceptions* of why the program was successful for the school, administrators, learners, teachers and parents. Administrator and teacher groups were asked for *suggestions* about maintaining and building on the current success of the program.

**Case Studies**

### 3 Public Schools
The schools that agreed to participate were in the UK, USA, and Canada.

### 3 Private Schools
The schools that agreed to participate were in China, Africa, and Mexico.
## School by type

<table>
<thead>
<tr>
<th>School Type</th>
<th>Total</th>
<th>Received</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>545</td>
<td>121</td>
</tr>
<tr>
<td>Public</td>
<td>200 (37%)</td>
<td>39 (32%)</td>
</tr>
<tr>
<td>Private</td>
<td>345 (63%)</td>
<td>82 (68%)</td>
</tr>
</tbody>
</table>
## School by region

<table>
<thead>
<tr>
<th>Region</th>
<th>Total</th>
<th>Received</th>
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<tbody>
<tr>
<td>Africa</td>
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<td>7</td>
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<tr>
<td>Middle East</td>
<td>22</td>
<td>4</td>
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<tr>
<td>Europe</td>
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<td>20</td>
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<tr>
<td>North America</td>
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<tr>
<td>South America</td>
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<td>18</td>
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<td>Australia</td>
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<td>3</td>
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<td>New Zealand</td>
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<td>Fiji</td>
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<td>East Asia</td>
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<td>7</td>
</tr>
<tr>
<td>South Asia</td>
<td>21</td>
<td>4</td>
</tr>
</tbody>
</table>
THE SCHOOL COMMUNITY
Unity, coherence, common understanding, and integration

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

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

• Helps target the use of school financial and human resources e.g. library resources to support units of inquiry, recruiting decisions

• It’s marketable – the program attracts parents and students to the school

• Parent satisfaction and positive feedback to the administration
Target school resources

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

• Allows teachers direct input into curriculum design and delivery

• Teachers report improved confidence/enjoyment/willingness to be learners themselves

• Improved teaching practice through required training, reflection on practice, and the need to model inquiry

• The program fosters collaboration with other teachers

• Program leadership, the PYP coordinator, provides support and monitors accountability
Teacher Indicators of Success
The PYP is successful for teachers

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

• They see their children’s pride in their work and confidence in their own research abilities

• They see their children wanting to share school work and school activities with them

• The consider the program good preparation for future learning
Parent Indicators of Success

- Child Collaborating with Parents in the Home
- Preparation for Educational Transitions
- Child Pride in Work
The PYP is successful for parents

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

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

“My children have come home awake and eager to learn, come home asking, inquiring, wanting to know more about the world around them”
The PYP is successful for the learner

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

- Learning Skills
- Learning Motivated and Engaged
- Learner International and Local Awareness
- Learner Confidence
- Learning Enjoyment
- Learner Attitudes and Behaviors: Learning Profile
- Learner Own Learning and Action

Bar chart showing a high score for Learning Skills compared to other categories.
Overall perspectives on the learner by public and private institution
Administrator perspectives on the learner

- Learning skills
- Learning Motivated and Engaged
- Learner International and Local Awareness
- Learner Own Learning and Action
- Learner Attitudes and Behaviors: Learning Profile
- Learner Confidence
- Learner Enjoyment

Graph showing the comparison of various aspects of the learner.
Teacher perspectives on the learner
Parent perspectives on the learner
Case Studies

The Public Schools

_Differing Characteristics_

Adopted the program for different reasons
Serving diverse socio-economic and ethnic groups
Impact of state and national curriculum and testing requirements differed from school to school

_Common Theme_

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

The Private Schools

*Differing Characteristics*

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

Ability to provide support and resources

Control over teacher selection and retention

*Common Theme*

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

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

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