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Teachers' practices, values and beliefs for inquiry based teaching in the PYP

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A published Masters Research Project



Purpose

1. Provide a methodological model for teacher researchers;
1. Outline the role of teachers' personal and professional characteristics.



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Which is *untrue* about me?

1. I speak Eenesese.

1. My oldest of 3 children turns 21 this month.

2. I am the oldest in my family.

1. I have visited North Korea.



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What are your thoughts?



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“The researcher you are *is*
the person you are”





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“1 – 5 years of PYP teaching only gives you “exposure” to the PYP. After that then one can be classified as an “experienced” PYP practitioner. However, just teaching in a PYP school does not make you a quality PYP teacher.”

Dr. Andy Page-Smith



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Guiding questions

1. What kinds of knowledge, values, beliefs and teacher preparation do teachers perceive have contributed to their transformative inquiry teaching practice? What ideals and feelings motivate the teacher?
2. How do teachers view their roles in the PYP implementation process?
3. How do teachers deal with challenges or conflicts of interest created by the change process?
4. What other support and expertise do teachers perceive to be conducive to the change process?
5. How do the teachers perceive the change to be implemented in the school and in their own practice?



Research method and design

Narrative Inquiry

Story writing (narrative)

Questionnaire

Images

In school Case study

1 IB World school in the Central and Eastern European Schools Association (CEESA) region



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Participants in the study

5+ years of PYP experience	5
4 or less years of PYP	6
Total	11
Nationalities	Australia, Belgium, Luxembourg, USA, UK
Qualifications (collective)	Masters of Education Bachelor of Education Post-Graduate Diploma Diploma Teaching Certificate



Data collection sample

Story writing (narrative) – Question 1

pathway. I have many specialised learning - special needs students. I think that although my involvement in this area of education was accidental my desire to help children from all backgrounds achieve their potential comes from that initial idea of 'ownership' of our own learning. My own personal values do have an influence on the approach to teaching that I have developed over the years. The students are of prime importance to me. I feel that if they are confident, well balanced and above all inquirers they will gain the skills to be part of society. I have worked with many damaged and difficult students over the years - have always worked hard to build a relationship with them. Once that relationship exists then a structure for learning can be established which will enable the student to become a part of the process. Often I have observed students in traditional situations who have no interest in the process - who give up because they lack the confidence / skills to ask the questions which would help them to engage in the process and direct their own learning.

I observed a change in the educational system in the UK over a period of 20 years. It became very ~~central~~ governmentally directed. Everyone worked towards stud



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Data collection sample

Questionnaire – Questions 2 and 3

SECTION 2-For Teachers only

In this section, Teachers are asked to indicate the extent to which you agree or disagree with the following statements.

- 1- means you strongly DISAGREE
5- means you strongly AGREE

Circle the number that reflects your choice.

TPYPS plays a supportive role in promoting inquiry teaching in the PYP 1 2 3 **4** 5

TPYPS' infrastructure facilitates inquiry teaching and learning in the PYP 1 2 **3** 4 5

TPYPS supports professional development opportunities in the PYP 1 2 3 **4** 5

If you have taught in another country/culture, does that experience contribute to your current approach to the implementation of the PYP? 1 2 3 4 5

Collaboration is alive and well at TPYPS when it comes to planning, teaching and learning in the PYP 1 2 3 4 **5**

In terms of understanding inquiry-based teaching approaches and the whole PYP philosophy, considering how long you have been doing PYP, how would you rate yourself

Basic Basic Middle **Middle** Middle Advance Advance

Please, answer this question:

What other support and expertise do you perceive to be conductive to the PYP implementation process?

- It is great to work with teachers who have worked in other PYP schools and see how they implement it in their classrooms.
- Regular meetings are very helpful in my opinion.
- Having a PYP coordinator this year really makes a difference! 😊

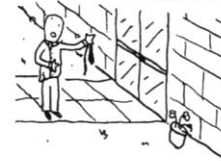
Thank you for your time, cooperation and effort.



Data collection sample

Images – Question 4

Example of an image/metaphor:



leaving work early is like a present you can open again and again

So, what's your dilemma when teaching inquiry in the PYP?(It can be personal or professional) _____

How can you represent how you solve (not completely, of course) or try to deal with that dilemma metaphorically (in an imagery way)?





Why narrative inquiry?

- “We as humans are storytelling organisms and as such lead storied lives” (Connelly and Clandinin, 1990)
- Teachers’ ‘ways of knowing’ – through their story-telling or partnership with the researcher, teachers reveal their inner thoughts, feelings, dispositions and ideas about their values and beliefs (Cuffaro, 1995)
- Knowledge – tacit, personal practical, contextual
- Reflection – through narrative inquiry ‘knowers’ reflect on experience, confront the unknown, make sense of it and take action



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Findings – What is the story?



Personal characteristics: teaching philosophy, dispositions, values, beliefs and attitudes

- Value children's contribution to inquiry
- Empower themselves by providing a structure of sharing and learning together
- Teacher is also a learner
- Ready for the challenge to adopt and adapt to inquiry-based teaching
- Seek to be progressive – seek out challenges to stimulate thinking
- Believe in themselves and their abilities
- Be open minded, flexible and adjustable
- Have a positive, fun and exciting attitude



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Professional characteristics: teacher preparation

- Dependent on the country (Australia and the UK) where initial teacher training took place
- PYP workshops and conferences, in-school inquiry based PD and real life experience contribute more knowledge and influence on the transformation



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Culture of inquiry to enhance professional community

When dealing with dilemmas –

- Structures and processes need to be in place
- Consistent reflection, revisiting, sharing and guided discussions to be encouraged
- Flexibility in planning and time for planning
- Informal discussion sessions
- Continued professional development
- Whole school community support
- Guidance and facilitation of a supportive, well-organised and knowledgeable administration and PYP Coordinator



Recommendations

1. A rigorous hiring process should be implemented
2. School to promote self-empowerment of teachers through self-reflection
3. Administrators and PYP Coordinators to consciously create and provide dialogic structures
4. Findings from 2 and 3 to be incorporated in the in-school professional development needs of the school
5. A personable, approachable and knowledgeable PYP Coordinator to be employed



Teachers' practices, values and beliefs for successful inquiry-based teaching in the International Baccalaureate Primary Years Programme

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THANK YOU!

