



## The International Baccalaureate® (IB) PYP Programmes

**The French American School of Tampa Bay** is a candidate school\* for the International Baccalaureate (IB) Primary Years Programme and pursuing authorization as an IB World School.

IB World Schools share a common philosophy—a commitment to improve the teaching and learning of a diverse and inclusive community of students by delivering challenging, high quality programmes of international education that share a powerful vision.\*\*

\*Only schools authorized by the International Baccalaureate can offer any of its four academic programmes: the Primary Years Programme (PYP), the Middle Years Programme (MYP), the Diploma Programme or the Career-related Programme (CP). Candidate

status gives no guarantee that authorization will be granted.

For further information about the IB and its programmes, visit [www.ibo.org](http://www.ibo.org)

### **\*\*Mission Statement from the IB**

The International Baccalaureate aims to develop inquiring, knowledgeable and caring young people who help to create a better and more peaceful world through intercultural understanding and respect. To this end the organization works with schools, governments and international organizations to develop challenging programmes of international education and rigorous assessment. These programmes encourage students across the world to become *active, compassionate and lifelong learners* who understand that other people, with their differences, can also be right.



© International Baccalaureate Organization 2013

International Baccalaureate® | Baccalauréat International® | Bachillerato Internacional®



Primary Years  
Programme



# The IB Primary Years Programme



International Baccalaureate®  
Baccalauréat International  
Bachillerato Internacional

Education for a better world

# The Primary Years Programme: preparing students to be active participants in a lifelong journey of learning

## What is an IB education?

The IB continuum of international education for 3 to 19 year olds is unique because of its academic and personal rigour. We challenge students to excel in their studies and in their personal growth. We aim to inspire a quest for learning throughout life that is marked by enthusiasm and empathy.

The IB aspires to help schools develop well-rounded students with character who respond to challenges with optimism and an open mind, are confident in their own identities, make ethical decisions, join with others in celebrating our common humanity and are prepared to apply what they learn in real-world, complex and unpredictable situations.

The IB offers high-quality programmes of international education that share a powerful vision. Informed by the values described in the learner profile, an IB education:

- focuses on learners - the IB's student-centred programmes promote healthy relationships, ethical responsibility and personal challenge
- develops effective approaches to teaching and learning - IB programmes help students to develop the attitudes and skills they need for both academic and personal success
- works within global contexts - IB programmes increase understanding of languages and cultures, and explore globally significant ideas and issues
- explores significant content - IB programmes offer a curriculum that is broad and balanced, conceptual and connected.

IB learners strive to become inquirers, knowledgeable, thinkers, communicators, principled, open-minded, caring, risk-takers, balanced, and reflective. These attributes represent a broad range of human capacities and responsibilities that go beyond intellectual development and academic success.

## What is the IB Primary Years Programme (PYP)?

The PYP is designed for students aged 3 to 12. It focuses on the development of the whole child as an inquirer, both in the classroom and in the world outside. It is a framework guided by six transdisciplinary themes of global significance, explored using knowledge and skills derived from six subjects areas, as well as transdisciplinary skills, with a powerful emphasis on inquiry.

The PYP is flexible enough to accommodate the demands of most national or local curriculums and provides the best preparation for students to engage in the IB Middle Years Programme.

## The IB Primary Years Programme

- addresses students' academic, social and emotional well-being
- encourages students to develop independence and to take responsibility for their own learning
- supports students' efforts to gain understanding of the world and to function comfortably within it
- helps students establish personal values as a foundation upon which international-mindedness will develop and flourish.

## The six subject areas identified within the IB Primary Years Programme:

- language
- mathematics
- science
- social studies
- arts
- personal, social and physical education

## The most significant and distinctive feature of the IB Primary Years Programme are the six transdisciplinary themes

These themes provide IB World Schools with the opportunity to incorporate local and global issues into the curriculum and effectively allow students to "step up" beyond the confines of learning within subject areas.

- **Who we are**  
Inquiry into the nature of the self; beliefs and values; person, physical, mental, social and spiritual health; human relationships including families, friends, communities, and cultures; rights and responsibilities; what it means to be human
- **Where we are in place and time**  
Inquiry into orientation in place and time; personal histories; homes and journeys; the discoveries, explorations and migrations of humankind; the relationship between the interconnectedness of individuals and civilizations, from local and global perspectives
- **How we express ourselves**  
Inquiry into the ways in which we discover and express ideas, feelings, nature, culture, beliefs and values; the ways in which we reflect on, extend and enjoy our creativity; our appreciation of the aesthetic
- **How the world works**  
Inquiry into the natural world and its laws, the interaction between the natural world (physical and biological) and human societies; how humans use their understanding of scientific principles; the impact of scientific and technological advances on society and on the environment.





- **How we organize ourselves**

Inquiry into the interconnectedness of human-made systems and communities; the structure and function of organizations; societal decision-making; economic activities and their impact on humankind and the environment

- **Sharing the planet**

Inquiry into rights and responsibilities in the struggle to share finite resources with other people and other living things; communities and the relationship within and between them; access to equal opportunities; peace and conflict resolution.

Each theme is addressed each year by all students. (Students aged 3 to 5 engage with four of the themes each year.)

In addition all PYP students have the opportunity to learn more than one language from the age of seven.

These transdisciplinary themes help teachers to develop a programme of inquiries—investigations into important ideas, identified by the schools, and requiring a high level of involvement on the part of the students. These inquiries are substantial, in-depth and usually last for several weeks.

Since these ideas relate to the world beyond the school, students see their relevance and connect with it in an engaging and challenging way. Students who learn in this way begin to reflect on their roles and responsibilities as learners and become actively involved with their education. All students will come to realize that a unit of inquiry involves them in in-depth exploration of an important idea, and that the teacher will collect evidence of how well they understand that idea. They will expect to be able to work in a variety of ways, on their own and in groups, to allow them to learn to their best advantage.

*"The recognition of Seneca Academy as an IB World School delivering the Primary Years Programme, makes me extremely proud of our teachers, staff and parents who have dedicated themselves to helping our students become lifelong learners. By creating an environment where students make connections between what they are learning in the classroom and the world around them, we are creating global citizens who will be well prepared to take leading roles in the world."*

Head of School, Dr. Brooke Carroll, Seneca Academy, USA



## The Exhibition

The Exhibition is an important part of the PYP for all students. In the final year of the programme, students undertake a collaborative, transdisciplinary inquiry process that involves them in identifying, investigating and offering solutions to real-life issues or problems. As the culminating experience of the PYP, the Exhibition offers students an exciting opportunity to demonstrate independence and responsibility for their own learning.

## Quality assurance and professional development

Any school, or group of schools, wishing to offer one or more IB programmes as an IB World School must first be authorized. The requirements are the same for all schools, and the procedure is designed to ensure that schools are well prepared to implement the programme successfully. All IB World Schools are required to participate in an ongoing process of review and development, using the same programme standards and practices.

As part of its ongoing commitment to the development of a highly skilled global learning community, the IB provides a wide range of high-quality professional development opportunities to help new, experienced and expert school leaders and educators understand, support, and successfully deliver IB programmes reflecting IB standards and practices.

## The IB Mission

The International Baccalaureate aims to develop inquiring, knowledgeable and caring young people who help to create a better and more peaceful world through intercultural understanding and respect.

To this end, the organization works with schools, governments and international organizations to develop challenging programmes of international education and rigorous assessment.

These programmes encourage students across the world to become active, compassionate and lifelong learners who understand that other people, with their differences, can also be right.

- Become an IB student
- Teach at an IB World School
- Become an IB World School
- Volunteer or work for the IB

Support our mission and join the IB community at <http://www.ibo.org> or contact your IB regional office:

IB Africa, Europe and Middle East  
IB Asia-Pacific  
IB Americas

[ibaem@ibo.org](mailto:ibaem@ibo.org)  
[ibap@ibo.org](mailto:ibap@ibo.org)  
[iba@ibo.org](mailto:iba@ibo.org)

# 10 Reasons



Primary Years Programme

**why the IB Primary Years Programme (PYP) is ideal for students to become active, lifelong learners**

1



## **It encourages students to inquire**

The PYP fosters natural curiosity and learning in creative, supportive and collaborative environments.

2



## **Understanding a complex and interdependent world**

PYP students create meaning for themselves and build understanding through exploring real-world issues.

3



## **PYP students are confident communicators**

PYP students learn to communicate in a variety of ways and in more than one language.

4



## **Learning how to learn**

PYP students work collaboratively with teachers and other students to plan, present and assess their own learning.

5



## **It encourages international-mindedness**

Collaboration and understanding of their own and other cultures are an important focus of the PYP — students learn how to be respectful and open-minded.

6



## **Seeing things from different perspectives**

PYP students use critical and creative thinking to develop knowledge, understanding and skills within and across subject areas.

7



## **Students take action**

PYP students believe they are able to grow and succeed. They make appropriate choices and take responsibility for their actions.

8



## **Thinking about issues**

Creative learning gives students the agility and imagination to respond to new and unexpected challenges and opportunities in an increasingly globalized and uncertain world.

10



## **Caring and responsible citizens**

Students can express ideas and opinions, and they can propose solutions that make a difference in their lives and the lives of others.

9



## **It involves the whole school learning community**

Together we celebrate our common humanity and the belief that education can help to build a better and more peaceful world.



International Baccalaureate®  
Baccalauréat International  
Bachillerato Internacional

Based on IB research. [www.ibo.org/research](http://www.ibo.org/research)

© International Baccalaureate Organization 2016

International Baccalaureate® | Baccalauréat International® | Bachillerato Internacional®

GD381A



# PARENT PACK

## Frequently asked questions about the Primary Years Programme

### What is the Primary Years Programme?

The PYP is a curriculum framework for young learners aged 3–12. Like all International Baccalaureate (IB) programmes, the IB learner profile permeates all facets of school life in the PYP.

The PYP is based on the recognition of a child's natural curiosity, creativity and ability to reflect. It generates a stimulating, challenging learning environment to nurture the whole child and foster a lifelong love of learning for all. The PYP is transdisciplinary, meaning students learn across subject areas while inquiring into big ideas.

### Does the PYP have a specific set of standards?

The IB standards offer rigorous guidelines that allow for school and classroom practices to align with the IB educational philosophy and values. The PYP is a framework for schools and their approach to learning and teaching. Students explore significant concepts through units of inquiry. The six transdisciplinary themes that guide units of inquiry in each school year\* are:

- Who we are
- Where we are in place and time
- How we express ourselves
- How the world works
- How we organize ourselves
- Sharing the planet

*\*Students aged 3 to 6 engage in four themes per year.*

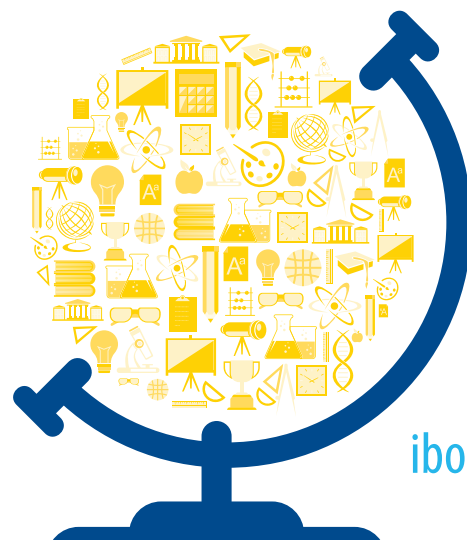
Units of inquiry authentically interweave ideas and skills from the relevant subject areas:

- language
- social studies
- mathematics
- arts
- science
- personal, social and physical education

This approach encourages students to make their own connections between what they know and how it relates to the world around them.

The school outlines its specific knowledge content and academic curriculum within the framework of the PYP including:

- Knowledge content organized by the transdisciplinary themes. Each school decides specific concepts and topics studied through each theme based on their local context.
- Approaches to learning skills aimed to help students become independent, self-motivated learners.
- Action initiated by learners that is authentic, meaningful, mindful, responsible and responsive of their learning and the world they live in.





## What are the advantages of an IB education?

- IB students develop a sense of the world around them and their responsibility to it. (See “[What is an IB Education?](#)”)
- IB World Schools (the only schools authorized to offer IB programmes) are subject to a strict accreditation process monitored by the IB, ensuring that schools provide a high-quality education.
- IB approaches to learning and teaching are research-based and draw from the best educational practices from around the world.
- IB teachers are required to participate in many professional development opportunities to continually improve their awareness of current educational practices and new thinking by connecting with the global IB community.
- IB programmes are recognized internationally and ease the educational transitions of mobile students so that their education is not adversely affected if their families relocate.

## Does implementing an IB programme mean my child's school will not teach local or national standards such as the Common Core?

The IB is committed to making sure that students in IB programmes meet and exceed local or national standards. With the implementation of any IB programme, schools are required to examine their curriculum carefully to ensure that there is alignment with local, state or national standards. More information on the IB and the Common Core is available at [www.ibo.org](http://www.ibo.org).

## Are IB programmes considered, “gifted”, programmes?

The PYP is implemented schoolwide and adapted by teachers to meet the learning needs of all students. All PYP teachers are required to participate in collaborative planning and reflection to meet those needs, and to foster a holistic approach to education. A growing body of evidence suggests a positive relationship between teacher collaboration and student achievement.

## Have studies been done on the impact of the PYP?

The IB places great value on external validation of its programmes, curriculums and professional development. A recent Global International Schools' Assessment study found that PYP students outperformed non-IB students in mathematics, reading and writing. Additional studies on programme impact, quality assurance, programme development and assessment research are available at [www.ibo.org/research](http://www.ibo.org/research).

## When do students start and finish the PYP? When do they transition to the MYP?

The PYP is designed for students aged 3–12 (preschool and primary grades). The MYP spans students aged 11–16, and the Diploma Programme (DP) and Career-related Programme (CP) is for the last two years of high school, students aged 16–19.

## Do IB teachers receive special training?

All PYP teachers receive professional development in IB's approaches to teaching and approaches to learning from certified IB workshop leaders. This is a requirement for IB World Schools implementing the PYP.

## What is my role in the PYP? How can I learn more about the IB and PYP?

Parents and caregivers are important members of the PYP learning community. All members of the learning community from the youngest learners to school leaders to parents, educators and beyond, have a responsibility to be guided by the IB and the learner profile attributes. To learn more:

- Visit the IB website at [www.ibo.org](http://www.ibo.org)
- Attend school meetings and events
- Speak with your school's PYP coordinator
- Speak with your child's PYP classroom teacher
- Speak with your child
- Explore the [PYP Playlist - International Baccalaureate®](#)



## The IB Primary Years Programme Programme at a glance

The International Baccalaureate® (IB) Primary Year Programme (PYP) is a leading curriculum framework for international primary education. Designed for schools with students aged 3 to 12, the PYP focuses on the development of the whole child as an inquirer, both in the classroom and in the world outside.

With its rigorous, research and inquiry based curriculum, the PYP transforms schools' pedagogical practices, placing teachers, students and leaders in the core of the programme.

As a result, students become active, caring, lifelong learners who demonstrate respect for themselves and others and have the capacity to participate in the world around them.

PYP students are not only well prepared for the next stage of education, but also for participation in the IB Middle Years Programme (MYP) and subsequently the Diploma Programme (DP) or Career-related Programme (CP).

### The PYP around the globe:

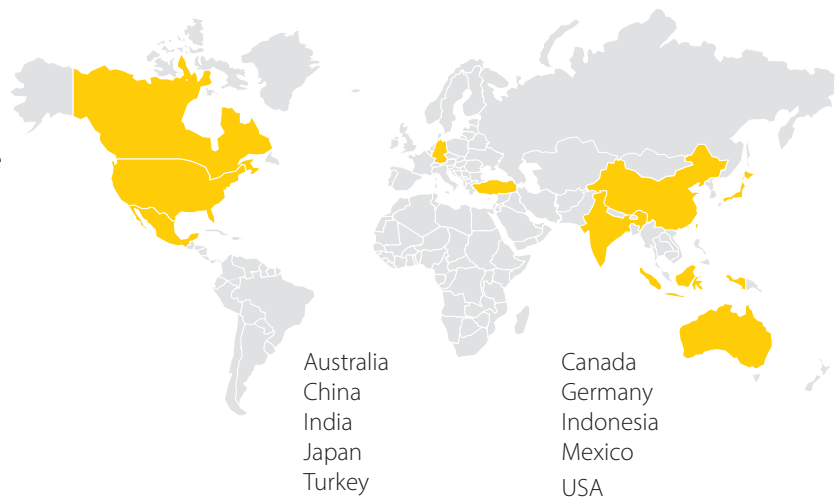
**1,434**

PYP schools in 106 countries\*

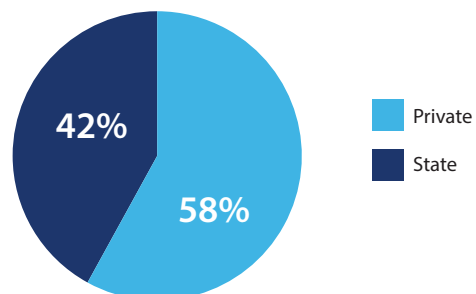
**355,750\***

PYP students around the world

### Top 10 Countries with PYP schools around the world



### PYP Private / State Schools



\*as of November 2016

## The PYP Curriculum Framework



Knowledge



Concept



Skill



Attitude



Action

These five essential elements that students need to lead successful lives underpin the PYP's curriculum framework. Schools work with the five elements to construct a rigorous and challenging primary education curriculum that is transdisciplinary, engaging, relevant, and significant.

The PYP is offered by many types of schools around the world, including state schools, private schools and international schools. As a flexible curriculum framework, the PYP is able to accommodate the demands of most national or local curriculums.

With local and global issues incorporated into the PYP curriculum, students are asked to look at six related themes and to consider the links between them. The themes include: 'who we are,' 'where we are in place and time' and 'how the world works'.

Nurturing independent learning skills, and encouraging every student to take responsibility for their learning, the PYP develops students' academic, social and emotional wellbeing, while simultaneously focusing on international-mindedness and the development of strong personal values.

## Assessment in the PYP

Through assessment, the IB helps schools teaching the PYP to identify what students know, understand, can do and value at different stages in the teaching and learning process.

In the PYP, learning is viewed as a continuous journey, where teachers identify students' needs and use assessment data to plan the next stage of their learning.

The purposes of assessment in the PYP are to:

- promote student learning
- provide information about student learning
- contribute to the successful implementation of the programme.

Teachers use a wide range of assessment strategies to collect information on each of the elements represented in the written curriculum: the understanding of concepts, the acquisition of knowledge, the mastering of skills, the development of positive attitudes and the ability to take responsible action.

## The PYP Exhibition

Encouraging in-depth, collaborative inquiry, PYP students carry out an extended, in-depth, collaborative project known as the PYP exhibition in their final year of the programme.

The PYP Exhibition involves students working collaboratively to conduct an in-depth inquiry into real life issues or problems. Students collectively synthesise all of the essential elements of the PYP in ways that can be shared with the whole school community.

This provides teachers with a powerful and authentic process for assessing student understanding. The exhibition also represents a unique and significant opportunity for students to showcase the attributes of the IB learner profile developed throughout their engagement with the programme.

The PYP Exhibition provides schools and students with a wonderful opportunity to celebrate the transition of learners to the next phase of their education.

## Interested in offering the PYP?

Learn more on how to become an IB World School at [www.ibo.org](http://www.ibo.org) or contact an IB regional office:

Africa, Europe, Middle East: [ibaem.development@ibo.org](mailto:ibaem.development@ibo.org) • Asia-Pacific: [ibapdevelopment@ibo.org](mailto:ibapdevelopment@ibo.org) •

The Americas: [iba.outreach@ibo.org](mailto:iba.outreach@ibo.org)



*Students during the PYP Exhibition*



International Baccalaureate®  
Baccalauréat International  
Bachillerato Internacional





Primary Years  
Programme



## THE IB PRIMARY YEARS PROGRAMME (PYP) IN AN EARLY YEARS SETTING

*Laying a solid foundation  
for future learning*



International Baccalaureate®  
Baccalauréat International  
Bachillerato Internacional



*What is your memorable early learning experience? If you're like many adults, you have fond memories of kindergarten. We now know, though, that children actually need to begin their education before kindergarten. Those early years are key. Children are active in the learning process and preschool lays a solid foundation for future learning.*

Research by the Centre on the Developing Child, Harvard University, also underlines the importance of preschool. It indicates that for children to reach their full potential, they need stimulating and appropriate experiences in the earliest years, when their brain is optimally programmed to benefit from these experiences.

These very young learners need stimulating, supportive interactions with their peers and teachers and the effective use of curricula. The early years settings of the Primary Years Programme (PYP) provides schools with a thoughtfully designed way to give 3-to-5-year-olds exactly that. The PYP was created 17 years ago by the International Baccalaureate (IB), which also offers the Middle Years, Career-related and Diploma Programme for older students.

The IB knows that young learners are intelligent, resourceful and creative individuals who grow, develop and learn at different rates. They explore their environment and learn about their world through play and relationships with peers, teachers, family and community members. Early learning in the PYP is a holistic learning experience that integrates socio-emotional, physical and cognitive development. In the PYP classroom, it takes place in dynamic environments that promote play, discovery and exploration.

Parents whose children have experienced the PYP in an early years setting like how the programme acknowledges that each child is unique. One parent sees *"an appreciation of the fact the children develop differently, so one-size-fits-all doesn't apply with the kids and that's quite key."*

Teachers are enthusiastic, too. For example, one says, *"It's quite amazing in the sense that ... all the curriculum areas encourage inquiry."*



And teachers appreciate the opportunities for professional development that the IB offers them. Online and face-to-face workshops are available year-round, including ones such as “Making the PYP happen in the classroom in the early years” and “Play-based learning.” Both practitioners who have no formal qualifications in education or child services and those with such qualifications find workshops designed for them.

Research supports the effectiveness of the IB’s PYP in an early years setting. A study by researchers from Deakin University in Australia of four such programmes in Australia and Singapore found that the literacy skills were fairly developed; children were performing at levels commensurate with or better in terms of school readiness; and children were developing learning skills at higher rates than a comparative sample.

The IB works with schools large and small, government-funded and private, to begin and support their early years programmes.

Interested in learning more about the PYP? Watch a video, download brochures, and read more online!

[www.ibo.org/pyp](http://www.ibo.org/pyp)





*The Primary Years Programme (PYP) is designed to be responsive to young children's ways of knowing by the International Baccalaureate (IB), a not-for-profit organization supporting the education of more than 1 million students every year in over 3,900 schools in 147 countries. It provides schools with a thoughtfully designed way to give 3-to-5-year-olds stimulating, supportive interactions with their teachers and the effective use of curricula.*



International Baccalaureate®  
Baccalauréat International  
Bachillerato Internacional



## Key findings from research on the Primary Years Programme

The International Baccalaureate (IB) Research department collaborates with universities and independent research institutions around the world to produce rigorous studies examining the impact and outcomes of the IB's four programmes—the Primary Years Programme (PYP), Middle Years Programme (MYP), Diploma Programme (DP) and Career-related Programme (CP). This resource provides an overview of key findings from recent studies relating to the PYP.

A mixed methods study examined the **PYP's impact on school climate** within public elementary schools in **the United States (US)** (California). The study found numerous improvements to school climate that most participants attributed to the PYP. Participants at every school reported increased attention to social-emotional learning and the whole child, as well as greater use of transdisciplinary instruction and teacher collaboration due to the PYP. Additionally, the quantitative data showed statistically significant improvements post-authorization on six school climate outcomes: perceived safety, caring relationships, fairness, parent involvement, bullying and victimization (table 1) (Boal and Nakamoto 2020).

School climate outcome	Improved post-authorization	Statistically significant improvement
Perceived safety	✓	✓
Caring relationships	✓	✓
Fairness	✓	✓
Parent involvement	✓	✓
Bullying	✓	✓
Victimization	✓	✓
School connectedness	✓	
Meaningful participation	✓	
Schoolwork		

Table 1. Changes in PYP schools' climate outcomes post-authorization

A study was conducted across five countries (**China, Kenya, Mexico, Russia and the United Kingdom**) to understand the **impacts of the PYP exhibition**, a culminating project in which students investigate and present their learnings on a chosen topic. The study found overwhelming support from parents, students and teachers for the exhibition as an activity, and a deep conviction that this was not only a good use of curriculum time, but also the pinnacle of PYP achievement. Study participants believed that the exhibition helped to develop students' critical thinking, international-mindedness and learner profile attributes (Medwell et al 2017).

In **Australia**, researchers investigated **student well-being in PYP schools** as well as the relationship between the **PYP curriculum and student well-being**. The study found PYP curriculum and programmatic elements to include many activities and practices that promote well-being. PYP schools with strong implementation consistently showed more positive school climates and higher levels of teacher engagement, student participation, and student well-being, attributable to the PYP. Lastly, quantitative analysis of PYP and similar non-PYP schools offered substantial evidence that the PYP encourages student well-being above and beyond other well-being activities undertaken by schools (Dix and Sniedze-Gregory 2020).

Researchers conducted an audit of IB curriculum materials as part of a **global study on computational and design thinking within IB programmes**. After reviewing PYP materials, the researchers concluded that, "The PYP Learning and Teaching Guide is exceptional in its depth of treatment of teaching practices, providing guidance for transdisciplinary approaches and specific practices that support student agency and foster skills development ... The emphasis on child development and teaching and assessment practices are exemplary" (Slotta et al 2020).

A study in **Australia** explored the **impacts of PYP implementation** on 13 Victorian government primary schools as well as **student outcomes on a national assessment** for reading and numeracy<sup>1</sup>. Students at PYP government schools performed at higher levels in both reading and numeracy, for years 3 and 5, when compared to similar schools and Australian schools generally. Additionally, school staff believed that the PYP had contributed to student learning, academic achievement, development of learner profile attributes and motivation (Gough et al 2014).

A **global** study in eight schools examined the **assessment literacy** of PYP teachers as well as the **assessment cultures** within these schools. Interviews with PYP teachers and administrators demonstrated a holistic and ongoing approach to assessment within the schools. Researchers also found a rich array of assessment activities and strategies, showing a strong grasp of the evidence required to assess student growth in knowledge, understanding and skills (Toe et al 2016).

<sup>1</sup> National Assessment Program – Literacy and Numeracy (NAPLAN) for Year 3 and Year 5 students.

## Key findings from research on the Primary Years Programme

A mixed-methods case study in **Colombia** explored the **perceptions of administrators, teachers and students** within four PYP schools. In interviews, students identified teachers as the primary drivers of their positive learning experiences. An accompanying survey revealed that the overwhelming majority of PYP students enjoyed being a student at their school (89.3%) and were proud to be a student of their school (90%) (Lester and Lochmiller 2015).

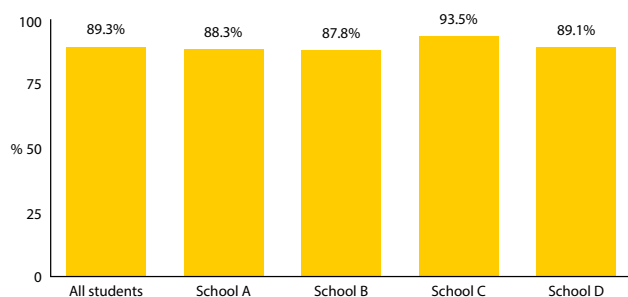
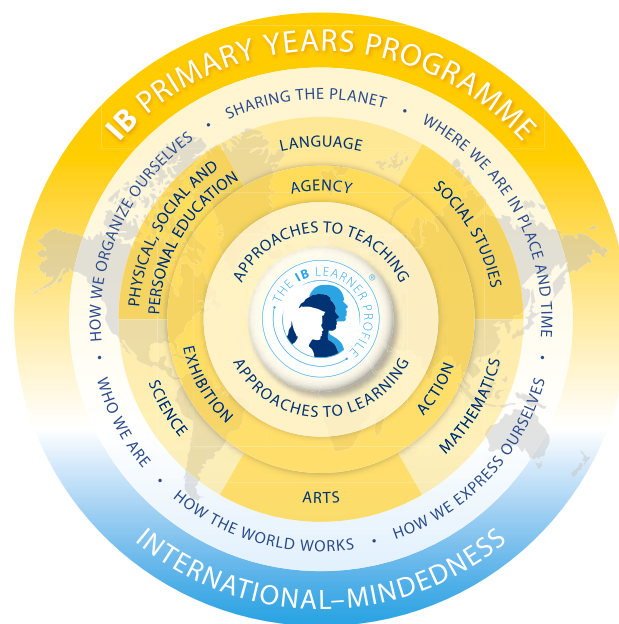


Figure 1. Percentage of students who indicated that they enjoyed school

Researchers examined **student achievement** within 14 state and private PYP schools in **New Zealand** and also explored **curriculum alignment** between the PYP and the New Zealand Curriculum (NZC). Standardized test analysis indicated that achievement within the PYP schools generally exceeded achievement among schools with similar student populations in New Zealand. Additionally, while the NZC and PYP were largely compatible, there were a few points of difference, specifically an emphasis on international-mindedness, inquiry and action in the PYP (Kushner et al 2016).

A study in six European countries (**Austria, England, Germany, Italy, the Netherlands and Sweden**) examined the links between **school leadership** (PYP principals and coordinators) and the **implementation of the PYP**. Based on staff surveys and interviews, PYP principals and coordinators exhibited a firm and passionate commitment to IB values. Responses also indicated that PYP leaders generally reflected the qualities of the learner profile (Day et al 2016).



## References

- Boal, A and Nakamoto, J. 2020. *School change: How does IB Primary Years Programme implementation impact school climate?* Bethesda, MD, USA. International Baccalaureate Organization.
- Day, C, Townsend, A, Knight, R and Richardson, K. 2016. *School leadership in the Primary Years Programme*. Bethesda, MD, USA. International Baccalaureate Organization.
- Dix, K and Sniedze-Gregory, S. 2020. *The impact of the IB Primary Years Programme on student well-being and other related social-emotional learning outcomes*. Bethesda, MD, USA. International Baccalaureate Organization.
- Gough, A, Sharpley, B, Vander Pal, S and Griffiths, M. 2014. *The International Baccalaureate Primary Years Programme in Victorian Government primary schools, Australia*. Bethesda, MD, USA. International Baccalaureate Organization.
- Kushner, S, Cochise, A, Courtney, M, Sinnema, C and Brown, G. 2016. *International Baccalaureate Primary Years Programme in Aotearoa New Zealand: A case study in whole-school innovation*. Bethesda, MD, USA. International Baccalaureate Organization.

- Medwell, J, Cooker, L, Bailey, L, and Winchip, E. 2017. *The impact of the PYP exhibition on the development of international-mindedness, critical thinking and attributes of the IB learner profile*. Bethesda, MD, USA. International Baccalaureate Organization.
- Lester, J and Lochmiller C. 2015. *A mixed-methods case study of International Baccalaureate Primary Years Programmes in four Colombian schools*. Bethesda, MD, USA. International Baccalaureate Organization.
- Slotta, J, Chao, J and Tissenbaum, M. 2020. *Fostering computational thinking and design thinking in the IB Primary Years Programme, Middle Years Programme and Diploma Programme*. Bethesda, MD, USA. International Baccalaureate Organization.
- Toe, D, Lang, J, Paatsch, L, Yim, B, Jobling, W, Doig, B and Aranda, G. 2016. *Assessment of student development and learning in International Baccalaureate Primary Years Programme schools*. The Hague, Netherlands. International Baccalaureate Organization.

For more information, please contact [research@ibo.org](mailto:research@ibo.org) or visit [www.ibo.org/research](http://www.ibo.org/research).