

What UNITES all programmes?

- Learner Profile
- Instructional Practices
- Professional Dev
- Mission Statement (others can also be right)
- Internationalism
- Service learning/taking action
- Rigour
- Whole child
- Integrated, interdisciplinary, transdisciplinary
- 2nd language
- Culminating activity
- Non-measurable belief system
- Organization, approach learning, TOK
- Well roundedness
- Academic excellence
- Improving our world
- Affective and cognitive domains
- Monitoring/evaluation of programmes
- Transparency

What are the CHALLENGES present in implementing all programmes?

- Cost
- Professional development (lack of specialist training for PYP)
- Staffing
- Balance IB with other mandates/accountability systems
- Teacher education programme alignment with IB
- Historical reputation of 'elitism'
- Growth of IBNA, difficulty with consistent messages
- Funding (travel, prof dev, etc.)
- Collaborative time
- Diverse populations, meeting needs of special needs students
- Accommodate ideals K-12
- Parent choice
- Clarification from IB what can and cannot do
- Breadth vs Depth
- Pathways between programmes, whole school to select programme
- Difference in philosophy between PYP & MYP with DP
- Language and Structures of all 3 programmes
- Difference/flexibility of different forms of MYP
- Operations of different regional offices/professional dev in different regions
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What STRUCTURES/SYSTEMS need to be in place to support all programmes?

- Boards, parents, teachers, students that know the programmes
- Communication between all groups
- Involvement of all
- District coordination for all 3 programmes/pathways
- Political support
- Formal meeting structure
- Beyond fees and training, funding support
- Staff buy-in
- In-district, in-school training
- Building coordinators, support their needs
- Accountability and evaluation of programmes to support this process
- State and Provincial legislation
- College and University support
- Advocacy beyond compliance (passion of implementation)

What BENEFITS result from implementing all 3 programmes?

- Each brings different viewpoints
- Diversity of programmes/ diversity of students
- Critical thinking skills
- Parent and teacher expectations
- Encourage communication K-12 (teachers, admin, parents,)
- Parent demand
- Grow DP teachers from PYP and MYP
- Increased application of learner profile
- Higher education credit
- Foreign language proficiency
- Best prep for DP
- Flexibility within schools to teach the programmes
- Older students role model for younger grades
- Common language
- Value driven
- Steering committee opportunity for shared vision
- Modified parent behaviour
- Best practices spreading to other schools/programmes
- Student Achievement, high level of performance