THE ESTABLISHMENT AND EXPANSION OF THE INTERNATIONAL BACCALAUREATE (IB) IN BRITISH COLUMBIA, 1974-2016.

by

Shannon Kelley Leggett

B.A., The University of British Columbia, 1991
B.Ed., The University of British Columbia, 1992

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Abstract

This qualitative historical context case study examines the factors that influenced the establishment and expansion of the International Baccalaureate (IB) in British Columbia (BC) from 1974-2016. This study’s historical case, the IB in BC from 1974-2016, was examined through documents and 24 interviews, in the context of international IB policies and experience, as well as the BC educational environment (including BC Ministry of Education policy, University of British Columbia policy, population demographics, and local school configurations). The period 1974-2016 was chosen as 1974 was the date that the first IB school in BC was established, and because the International Baccalaureate Organization provided registration data on BC schools through October of 2016. After an overview of the history of the establishment of the IB in BC, the findings were organized into the “factors/reasons” that influenced the establishment and expansion of the IB. These included the impact of the Global Education movement, the IB philosophy, its curriculum and pedagogy, legislative factors, economic factors, tertiary education policies, and alumni reflection/programme reputation. These findings were followed by an analysis of how the new 2015 BC Curriculum (BCEd Plan) impacted and could continue to impact the IB in BC. Overall, the IB was established and expanded in BC in this time period as the various school stakeholders who adopted it were looking for a well-developed, cyclically reviewed, externally accountable curriculum. Though the IB is expensive to implement and is often academically demanding, its expansion was encouraged by various legislative and administrative changes that helped it to become an attractive curricular option. The history of the IB in BC has implications for educational reform initiatives elsewhere in Canada and internationally.
Lay Summary

This study explores the factors that contributed to the establishment and expansion of the International Baccalaureate in BC as a curricular alternative from 1974-2016. It utilizes documents and interviews from BC and internationally to try to understand the reasons for the changes in the BC. The IB was established and expanded due to the impact of the Global Education movement, the IB philosophy, its curriculum and pedagogy, legislative and economic factors, tertiary education policies, and programme reputation. The IB in BC was also analyzed in the context of the 2015 BC curriculum changes. The IB was established and expanded in BC as the school stakeholders who adopted it were looking for a well-developed, cyclically reviewed, externally accountable curriculum. Though the IB is expensive to implement and can be academically demanding, its expansion was encouraged by legislative and administrative changes that helped it to become an attractive curricular option.
Preface

The research carried out for this thesis was reviewed by the University of British Columbia’s Behavioral Research Ethics Board. This study, numbered H16-01261 and titled “The International Baccalaureate (IB) Programme in British Columbia, 1974-2016,” was approved June 27, 2016 with Dr. Peter Seixas as the Principal Investigator. I was wholly responsible for the identification and design of the research program, the performance of the research, and the analysis of the research data, with review and guidance from the supervisory committee.
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List of Abbreviations

Approaches to Learning — ATL
British Columbia Association of International Baccalaureate World Schools — BCAIBWS
Career-related Programme — CP
Conseil Scolaire Francophone de la Colombie-Britannique — CSF
“Creativity, Action, Service” — CAS
Diploma Years Programme — DP
Extended Essay — EE
Full Time Equivalent — FTE
Higher Level — HL
International Baccalaureate — IB
International Baccalaureate North America — IBNA
International Baccalaureate Organization — IBO
Middle Years Programme — MYP
MyEducation BC — MYED BC
Primary Years Programme — PYP
Standard Level — SL
Theory of Knowledge — TOK
Glossary

Approaches to Learning (ATL): Five skill categories (communication, social, self-management, research, thinking) that are the foundation for learning in the IB continuum.¹

BCAIBWS: The provincial association of British Columbia Association of International Baccalaureate World Schools.

BCEd Plan: The new BC curriculum as of 2015/16.² As of 2015/16 it is also synonymous with the Dogwood Diploma.

Candidate: The term used to refer to a DP student who is in the process of trying to earn the DP diploma.

Candidate school: An IB “candidate” school is one that is in the process of becoming authorized.³

Career-related Programme (CP): An alternate graduation path programme with a careers-focus. It began to be offered in 2012.

Continuum: A school/s that offer more than one IB programme. A partial continuum school/schools offers more than one programme, and a full continuum school/schools offers the PYP/MYP/DP and/or CP.

Core: For DP candidates to receive their IB Diploma, they must successfully complete a 4000-

³ BC Schools IB Statistics as of October 2016 (Bethesda, Maryland: IBO, 2016).
word Extended Essay (EE), Theory of Knowledge (TOK) course, and “Creativity, Action, Service” (CAS).  

Core Competencies: The skills that the new BCEd Plan has identified as being transdisciplinary skills: Communication, Creative Thinking, Critical Thinking, Positive Personal & Cultural Identity, Personal Awareness and Responsibility, Social Responsibility.

CSF (Conseil Scolaire Francophone de la Colombie-Britannique): Schools in BC that are part of the French-speaking board. They do not include French immersion schools (those are part of the local English school boards).

Dogwood diploma: “A certificate granted to a student who meets high school graduation requirements [in BC]. Also known as the British Columbia Certificate of Graduation (1995/96).” Synonymous with the “BC Graduation Program.” As of 2015/16 synonymous with the “Building Student Success” BCEd Plan new curriculum.

Diploma Years Programme (DP): The graduation programme offered over two years for the last two years of high school (in BC that is Grade 11 and 12). It was the first IB programme and it began to be offered in 1968.

Dual Credit: “credit for secondary school graduation that is also recognized for transfer of credit in courses and programs in post-secondary institutions.”

**Dual Track**: A school that offers the DP and the BC Dogwood diploma graduation path programs.

**Externally credentialed**: “External Credential: External courses, programs and credentials are developed and/or offered outside the BC school system. Students who successfully complete external courses, programs, or credentials approved by the ministry earn credit toward Grade 12 graduation.”

**Full Time Equivalent (FTE)**: A term associated with a BC “School Age Student.” “Calculated based on 8 courses being one FTE (full time equivalent.) Each full course (four credits) is funded as 0.125 of an FTE, up to 8 courses. A base minimum of 0.5 FTE is provided for secondary school age (non-graduated) students.”

**Higher Level (HL)**: A term associated with the DP: full DP candidates must take three HL courses that have many more contact hours (240)/more academic demands than the other Standard Level (SL) courses.

**IBNA**: IB North America, the largest, fastest growing IB region. As of 2016 it is known as IBA (IBAmericas).

**Independent school**: “A school in BC established as an alternative to the public school system is required to operate according to the Independent School Act and falls within the jurisdiction of the Office of the Independent Schools… [in contrast to the terminology in] Ontario: The

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8 Ibid.
Ministry of Education uses the phrase *private schools* when referring to alternatives to the public school system.\(^\text{10}\)

**Independent School Act:** An act passed by the BC government in 1996 that provided for increased public funding of independent schools.

**Interested school:** A school has expressed “interest” in the IB but has “not yet started the authorization process.”\(^\text{11}\)

**International Mindedness:** A pervasive aspect of the IB continuum that involves multilingualism, international understanding, and global engagement.\(^\text{12}\)

**IB or IBO:** The “IBO” was the title of the IB international education foundation until it underwent a reorganization in 2007 and became known as the “International Baccalaureate (IB).” The term “IB” can refer to the overall educational organization, any of the four programmes, as well as components within each of those programmes. The term “International Baccalaureate Organization (IBO)” or “ibo.org” is used when citing copyrighted materials.\(^\text{13}\)

**IB World School:** A school that offers any of the IB programmes (PYP, MYP, DP, CP).


\(^{11}\) *BC Schools IB Statistics as of October 2016* (Bethesda, Maryland: IBO, 2016).


\(^{13}\) Stephen D. Lapan, *Research Essentials*, Content Technologies, 2014, accessed July 12, 2017, [https://books.google.ca/books?id=HyI6aUu98REC&pg=PT75&lpg=PT75&dq=2007+name+change+reorganization+of+international+baccalaureate&source=bl&ots=gHtlcrHp3r&sig=uHJiN2kQ6h6H518Fis09OH1k&hl=en&sa=X&ved=0ahUKEwjH1-8CCKYDVahUQzWMKHRbgBy4Q6AEINjAC#v=onepage&q=2007%20name%20change%20reorganization%20of%20international%20baccalaureate&f=false](https://books.google.ca/books?id=HyI6aUu98REC&pg=PT75&lpg=PT75&dq=2007%20name%20change%20reorganization%20of%20international%20baccalaureate&source=bl&ots=gHtlcrHp3r&sig=uHJiN2kQ6h6H518Fis09OH1k&hl=en&sa=X&ved=0ahUKEwjH1-8CCKYDVahUQzWMKHRbgBy4Q6AEINjAC#v=onepage&q=2007%20name%20change%20reorganization%20of%20international%20baccalaureate&f=false).
Learner Profile: Ten attributes that IB students are encouraged to be across the IB continuum: inquirers, knowledgeable, thinkers, communicators, principled, open-minded, caring, risk-takers, balanced, reflective.14

Middle Years Programme (MYP): The IB programme offered to Grades 6-10. It began to be offered in 1994.

MyEducation BC (MYED BC): an online system set up by the BC government whereby teachers, administrators, and parents can see grades, attendance and other selected information about a student.

Open enrollment: A BC provincial policy that allows for students to go to any school in the province, not just the one in their local school or district catchment area.15

Pamoja: The online IB authorized course provider.16

Partnership schools: When a singular IB programme spans two different schools e.g. in Vancouver an Middle Years Programme starts in two elementary schools (Elsie Roy and Lord Roberts) and ends in a high school (King George Secondary school).

Primary Years Programme (PYP): The IB programme offered in elementary schools from K-5. It began to be offered in 1997.

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Standard Level (SL): A term associated with the DP: full DP candidates need to take three HL courses and the rest are SL courses that have fewer (150) contact hours/fewer academic demands.
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I would like to acknowledge the Department of Curriculum and Pedagogy at the University of British Columbia for their encouragement of me as a student and educator. I would like to thank my supervisory committee for their guidance and support throughout my coursework and thesis completion. Dr. Peter Seixas was my inspiration when I first became a Social Studies teacher and his Historical Thinking Concepts are at the core of much of what I try to do as an educator: I would not have pursued nor been able to complete my Masters of Arts without his thoughtful support, even after he retired. Dr. Penney Clark’s history of Canadian education course planted the seed for the topic of this thesis, and in the process of being my supervisor she challenged me to become a better writer: I cannot thank her enough for her fastidious feedback. My professor and Graduate Advisor Dr. Anne Phelan engaged me in thought-provoking intellectual inquiry, reminded me of the importance of “care” in the pedagogical process, and taught me how important it is to recognize that “life is a dance.” I would like to thank the interviewees and Emily Vanderkamp at the IBO in Bethesda, MD, without whom this research would not have been possible. Finally, I would like to thank my daughter Marie, my parents Dr. John C. Leggett and Iris Leggett, my friends, former students, and colleagues for their influence and supportive encouragement.
Dedication

For my daughter Marie Leggett-Vasilieva, without whose support (“You Can Do It, Mama!!!”), patience (“I am just going to ignore that you just said that to me…!!”), and humour (making up and singing the “Back It Up!” song with me, amongst many other moments of levity), this would not have been possible!

All things are possible until they are proved impossible; even the impossible may only be so, as of now.

~ Pearl S. Buck
Chapter 1 Introduction and Conceptual Framework

1.1 Introduction

In a competitive academic environment in British Columbia, students have been choosing to not complete the regular BC Dogwood Diploma courses, and instead have registered in advanced academic curricula that are “externally credentialed” by the BC government, such as the International Baccalaureate (IB) programme. The International Baccalaureate Organization (IBO) began to implement the first IB programme in the 1960s, offering a “global perspective” curriculum with multi-faceted pedagogical and curricular connections leading to an advanced diploma. The IB has been a curricular option in British Columbia since 1974, with enrolment particularly expanding after certain educational changes: in 1995 the BC Ministry of Education’s Graduation Program recognized the IB Diploma Programme (DP) beyond offering “special courses” to attaining provincial course authorization status with many of its courses being able to fulfill required graduation credits; the Independent School Act of 1996 led to some non-state schools being able to better afford to offer the IB as some received provincial funding;

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18 “External Credential: External courses, programs and credentials are developed and/or offered outside the BC school system. Students who successfully complete external courses, programs, or credentials approved by the ministry earn credit toward Grade 12 graduation,” Ministry of Education 1998/99 Annual Report, (Victoria, BC: British Columbia Ministry of Education, 1999), 37.
19 In these curriculum documents, the BC government is referring to one of the four IB curricular options, the Diploma Programme (DP). "Getting Credit to Graduate: International Baccalaureate," BC Ministry of Education, accessed July 12, 2017, http://www2.gov.bc.ca/gov/content/education-training/k-12/support/graduation/getting-credit-to-graduate/international-baccalaureate. The word “programme” is spelt with British spelling when it is referring to the “IB programme” as that is how the International Baccalaureate Organization spells it; otherwise, the spelling of “program” (American, sometimes/often Canadian spelling) will be utilized. Sometimes articles/organizations that are cited mix the two spellings, so the spelling that is in the original text will be used.
in 1998 DP students were able to obtain “dual credit”\(^{21}\) at more universities than ever before including, for the first time, all faculties at the University of British Columbia (UBC)\(^{22}\); in 2002 funding for school districts changed and “open enrollment”\(^{23}\) allowed students to be able to move out of their catchment area (both within the district the student resided in as well as to other districts) to a school they preferred (e.g. those with special programs like the IB), and those schools received more funds based on the number of students, and the number of courses those students were taking.

As of 2016, there were 62 IB programmes offered in 45 BC schools.\(^{24}\) As well, there were 28\(^{25}\) more schools that were “candidate”\(^{26}\) or had “interested”\(^{27}\) IB school status.\(^{28}\) The IB offers four programmes: the Primary Years Programme (PYP) from Grades K-5, the Middle Years Programme (MYP) from Grades 6-10, the Diploma Programme (DP) in Grades 11 and 12, and Career-related Programme (CP), an alternative to the DP that is offered in Grades 11 and 12. The DP was the first IB programme, internationally, in Canada, and in BC, and continues to be the largest: of the 289 secondary school

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\(^{21}\) “Dual Credit: credit for secondary school graduation that is also recognized for transfer of credit in courses and programs in post-secondary institutions.” *Ministry of Education 1998/99 Annual Report* op. cit., 37.


\(^{23}\) “Open enrollment” is a provincial policy that allows for students to go to any school in the province, not just the one in their local school or district catchment area. Daniel J. Brown, *School Choice Under Open Enrollment*, Kelowna, BC: Society for the Advancement of Excellence in Education (SAEE), 2004, accessed August 7, 2017, 9, [https://books.google.ca/books?id=NdbJY5-wEDAC&pg=PA4&lpg=PA4&dq=School+Choice+Under+Open+Enrollment+Daniel+J+Brown&source=bl&ots=CJwBY7Q96f&sig=MCuwHuRT4rcaYq18zejvMrVoH8&hl=en&sa=X&ved=0ahUKEwiBqNmt0j8bVAhULwGMKHCNDCIUQ6AEjMJAd#v=onepage&q=School%20Choice%20Under%20Open%20Enrollment%20Daniel%20J%20Brown&f=false](https://books.google.ca/books?id=NdbJY5-wEDAC&pg=PA4&lpg=PA4&dq=School+Choice+Under+Open+Enrollment+Daniel+J+Brown&source=bl&ots=CJwBY7Q96f&sig=MCuwHuRT4rcaYq18zejvMrVoH8&hl=en&sa=X&ved=0ahUKEwiBqNmt0j8bVAhULwGMKHCNDCIUQ6AEjMJAd#v=onepage&q=School%20Choice%20Under%20Open%20Enrollment%20Daniel%20J%20Brown&f=false).


\(^{25}\) Ibid.

\(^{26}\) An IB “candidate” school is one that is in the process of becoming authorized. Ibid.

\(^{27}\) A school has expressed “interest” in the IB but has “not yet started the authorization process.” Ibid.

\(^{28}\) If a school offers one of the four IB programmes, it is considered an “IB school.”

that number having nearly doubled since 2008.\textsuperscript{30} Interestingly, it is difficult to ascertain how many specific students are registered in the IB in BC or in any country. As Tristan Bunnell stated in his 2011 study of the MYP, “It is impossible to ascertain the exact number of young people undertaking the MYP as many schools do not enter students for certification and external moderation.”\textsuperscript{31} This would be the same for the PYP. DP students have registration numbers that they obtain in November of their 2\textsuperscript{nd} year of the DP (Grade 12), and the IBO has registration statistics, but those registration numbers can fluctuate (e.g. students can drop out of sitting an exam in a specific subject) depending on the time of year that those statistics are requested. However, according to the official statistics from the IBO in Bethesda, MA, the number of registered DP students in BC has gone from 661 in 1990 (the 1\textsuperscript{st} date that data was made available) to 1676 students in 2015.\textsuperscript{32}

This thesis focuses on the factors that influenced the establishment and expansion of the IB in British Columbia from 1974-2016. It analyzes a wide variety of primary and secondary source materials including government legislation, school board minutes, interviews with key educators, and academic journals and books on the IB.


The primary goal of this thesis is to analyze the factors that led to its establishment and expansion in both public and independent BC schools, and to hypothesize the future trajectory based on the history as well as current trends of the IB in the province. In order to do this, qualitative research was conducted in the form of a historical context case study of the IB in British Columbian schools from 1974-2016.

The IB has been usefully characterized as having “Three Generations:” 1. “The Age of Heroes” (1960s-early 1980s) when educational pioneers forged a path to implement this unique international curriculum; 2. “The Age of Organization” (early 1980s-early 2000s) where the IB managed themselves better with standards, evaluations and applications with the goal of producing quality assured management; 3. “The Age of Influence” (mid 2000s on) where the IB influences a wide variety of public and private national, state/provincial, and local (city) educational systems. For example, as of 2014 many of the public schools in the country of Ecuador were on track to having enacted or were adopting the IB. As of 2014, Chicago Public Schools (CPS) housed more IB schools than any other school district in the US, with more than 15,000 students in attendance. In Nova Scotia any student who wants to take the DP can enroll

34 Leo Boissy, interview by Shannon Leggett, Vancouver, BC., July 8, 2016.
35 Term to describe non-state schools. For example, a British definition is “An independent school supported wholly by the payment of fees.” An American definition is “A school supported by a private organization or private individuals rather than by the state.” "Private School," Oxford Living Dictionaries: English (London: Oxford University Press, 2017), https://en.oxforddictionaries.com/definition/private_school.
in it and the province will pay for it.\textsuperscript{38} The province of British Columbia recognizes the value of the IB both formally and informally: it is formally recognized as having external credential status,\textsuperscript{39} and informally, as I will show part of the new 2015/2016 BC “Building Student Success” BC\textsuperscript{40}Ed Plan curriculum has adopted aspects of the IB curriculum.

This chapter will begin with describing an overview of the IB. This will be followed by my description of myself as a researcher. I will then provide an overview of the evolution of the IB in Canada and BC. Subsequently, I will describe my research problem and guiding questions, and the chapter will conclude with a summary of the chapters of the thesis.

1.2 The International Baccalaureate (IB): an Overview

When a mobile, transnational commuting culture developed in the post-war era, there was a need for “Education for globally mobile children, such as those with parents in the diplomatic corps… [that catered] to both national and international perspectives.”\textsuperscript{41} The International Baccalaureate Organization (IBO) or IB\textsuperscript{42} is a


\textsuperscript{39} “Students can earn external credentials by taking courses, programs or activities that fall outside the normal B.C. school curriculum. An example might be graduation credits for Grades 10, 11 or 12 given to students who have completed B.C. Conservatory of Music training. Because these courses are developed and offered outside the B.C. school system, they must meet specific criteria in order to be authorized as an external credential course – this includes the same (or greater) level of depth, breadth, and rigour as would be found in Ministry-developed Grade 10, 11 or 12 courses, as well as an evaluation component that assesses the intended learning outcomes. Organizations offering these kinds of courses must also: Be governed by a provincial, national or international body; Have certified instructors; Be non-discriminatory and offer credentials that are available to a significant number of students throughout B.C.” "External Credentials," BC Ministry of Education, accessed July 12, 2017, \url{http://www2.gov.bc.ca/gov/content/education-training/k-12/support/graduation/getting-credit-to-graduate/external-credentials}.

\textsuperscript{40} “BC’s Education Plan," Education and Training, last modified 2015, accessed August 3, 2017, \url{http://www2.gov.bc.ca/gov/content/education-training/k-12/support/bcs-education-plan}.


\textsuperscript{42} The “IBO” was the title of the IB international education foundation until it underwent a reorganization in 2007 and became known as the “International Baccalaureate (IB).” The term “IB” can refer to the overall educational organization, any of the four programmes, as well as components within each of those programmes. The term
a non-profit educational foundation offering…highly respected programmes of international education that develop the intellectual, personal, emotional and social skills needed to live, learn and work in a rapidly globalizing world. Schools must be authorized, by the IB organization, to offer any of the programmes.  

The IB was first implemented in Geneva, Switzerland. Its official Mission Statement, created in 1996, articulated the unique purpose of the organization since its founding:

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.

The DP was the first IB programme that was offered, and the teaching of it began in 1968. By the end of the year, the DP was offered in twelve schools in ten countries. The IB expanded internationally through private and public educational institutions primarily due to the “denationalization” of national education systems at the end of the 20th century. The United

“International Baccalaureate Organization (IBO)” or “ibo.org” is used when citing copyrighted materials. Stephen D. Lapan, Research Essentials, Content Technologies, 2014, accessed July 12, 2017, https://books.google.ca/books?id=HyI6aUu98REC&pg=PT75&lpg=PT75&dq=2007+name+change+reorganization+of+international+baccalaureate&source=bl&ots=gHtlcrHp3r&sig=uHJjIN2kQ6h6H5l8F_is090HI_k&hl=en&sa=X&ved=0ahUKEwjH-8CCKYDVAhUoWMKHRbgBv4Q6AEINiAC#v=onepage&q=2007%20name%20change%20reorganization%20of%20international%20baccalaureate&f=false.


“The IB: an historical perspective,” op. cit. NB. Three different reputable sources give different numbers of schools and countries, so I chose to use the IB’s own source.

States became the largest IB provider; Canada is the second largest IB and DP provider, and as of 2013 was the largest on a per capita basis. As of September 2016, the IB had over a million students in 4543 IB World schools in 5894 programmes worldwide. Although the number of students who were taking the IB globally was a small percentage of those enrolled in public or private school systems internationally, according to Tarc “…[the] IB’s influence extends beyond the number of its users. IB has a significant and growing presence in policy and curricular reform and in the media.”

Since it was founded, the IB has expanded the number of programmes it offers to create curricula designed for students aged 3-19. The DP, the first IB programme, was instituted with the goal

…to provide a challenging and comprehensive education that would enable students to understand and manage the complexities of our world and provide them with skills and attitudes for taking responsible action for the future. Such an education was rooted in the belief that people who are equipped to make a more just and peaceful world need an education that crosses disciplinary, cultural, national and

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53 "In order to offer one or more International Baccalaureate® (IB) programmes of education, schools must complete an authorization process. Once they have been authorized, they are known as “IB World Schools.” "Become an IB World School," International Baccalaureate Organization, last modified 2016, http://www.ibo.org/become-an-ib-school/.

54 "Facts about IB Programmes and Schools," op. cit.

geographical boundaries.\textsuperscript{56}

The IB expanded its offerings from just having a graduation (DP) programme to include four age/grade-based components in what has become the “IB continuum:\textsuperscript{57}” PYP (1997), MYP (1994), DP (1968), and CP (2012).\textsuperscript{58} A unifying concept of the continuum is the “Learner Profile” that contains ten attributes that IB students are encouraged to be: inquirers, knowledgeable, thinkers, communicators, principled, open-minded, caring, risk-takers, balanced, reflective.\textsuperscript{59} The Learner Profile was created to help to fulfill a key aim of the IB:

\begin{quote}

to develop internationally minded people who, recognizing their common humanity and shared guardianship of the planet, help to create a better and more peaceful world…these attributes… can help individuals and groups become responsible members of local, national and global communities.\textsuperscript{60}
\end{quote}

Another unifying concept of the continuum is the Approaches to Learning (ATL), five skill categories (communication, social, self-management, research, thinking) that

\begin{quote}
…provide a solid foundation for learning independently and with others. ATL skills help students prepare for, and demonstrate learning through, meaningful assessment. They provide a common language that students and teachers can use to reflect on, and articulate on, the process of learning.\textsuperscript{61}
\end{quote}

\textsuperscript{56} “What is an IB Education?” op. cit.
\textsuperscript{57} “Teaching More than One IB Programme,” IB Programmes, last modified 2016, accessed July 26, 2017, \url{http://www.ibo.org/programmes/teach-more-than-one-ib-programme/}.
\textsuperscript{59} “The IB Learner Profile,” IB as a District or National Curriculum, last modified 2016, accessed August 7, 2017. \url{http://www.ibo.org/benefits/learner-profile/}.
\textsuperscript{60} “What is an IB Education?” op. cit.
\textsuperscript{61} “Approaches to Learning (ATL),” \textit{IB Middle Years Programme}, International Baccalaureate Organization, accessed July 12, 2017, \url{https://ibpublishing.ibo.org/server2/rest/app/tsm.xql?doc=m_0_mypxx_guu_1409_1_e&part=3&chapter=4}. ATL existed in the PYP and MYP programmes as “transdisciplinary skills” before the DP programme. It was introduced to the DP programme in 2015. \textit{Approaches to Teaching and Learning (ATL) in the International Baccalaureate (IB)}
A final pervasive concept in the IB is the idea of “International Mindedness,” which is supposed to be incorporated in some way into the curricula and to pervade the greater IB educational community. It focuses on two main components: multilingualism and international understanding, and global engagement. The IB explains:

Education for international mindedness relies on the development of learning environments that value the world as the broadest context for learning. IB World Schools share educational standards and practices for philosophy, organization, and curriculum that can create and sustain authentic global learning communities.62

Each of the four programmes has its own unique culminating assessments in addition to specific curricula.63 At the end of Year 5 (Grade 5), the PYP64 has an “Exhibition” for the community where students present their collaboratively created inquiry projects that delve into “real life issues or problems.”65 The MYP66 has two possible projects: for students who complete the MYP in Year 3 or 4 (Gr 8 or 9), students have to complete a Community Project, and for those who complete it in Year 5 (Grade 10), they do a Personal Project.67 These

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presentations are also shared with the community. The DP curriculum has externally and internally moderated summative assessments for each of its courses, and has a unique component known as the “Core.” for full DP candidates to receive their IB diploma, they must complete a 4000-word Extended Essay (EE), engage in and complete the Theory of Knowledge (TOK) course that makes connections between all of the components of the DP, and complete CAS (“Creativity, Action, Service”) that helps IB students evolve as learners “through experiential learning.” Not all students who take DP courses get the IB diploma: some students choose to be “Course” students, opting out of completing all of the Core and mandatory curricular components of the DP; instead, they can take individual courses of their choice, and get “certificate” credit for each of them. Finally, an alternative IB graduation programme is the Career-related Programme (CP) which focuses on career-related education topics, and its mandatory components are part of what is known as the CP Core: “the reflective project, service learning, personal and professional skills, and language development.”


72 Hill and Saxton, op. cit., 46.

73 The nomenclature for “certificates” has recently changed to “Partial Diploma” or “Course,” but many people still refer to the taking of individual courses without the Core subjects as “doing certificates.”


The IB essential components of the Learner Profile, ATL, International Mindedness, the PYP Exhibition, the MYP Project, and the DP or CP externally and internally moderated summative assessments and the Core, amongst other aspects, differentiate the IB from the BC Dogwood Diploma curriculum, although many of the content and skills objectives from the BC curriculum are used in the PYP and MYP (and potentially some of those in the DP and CP) curricula as the IB programmes were designed to be flexible so educational systems around the world could be adapted to fit into them. The IB components also differentiate it from other academic external credential graduation programs available in BC, like the Advanced Placement (AP) program, that offer year long, individual high school courses with intensive content and skills by subject.76

1.3 Positioning the Researcher

I approached this research from my experience working in the IB as: a DP History teacher in IB World Schools (first on my practicum at West Vancouver Secondary School in BC from 1991-92, and then at the International School of Prague [ISP], CZ from 1998-2015); Social Studies/Group 377 department chair at ISP; an external examiner for all of the assessment

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76 Andrew Arida, UBC Associate Registrar, recently used the analogy, “AP is a la carte, while the IB is the Chef’s Menu.” Andrew Arida, "IB Students & First-year University Performance: The UBC Undergraduate Admissions Model," (lecture, Kay Meek Theatre, West Vancouver, BC, December 8, 2015). In 2014 the AP introduced the AP Capstone program that, in addition to the individual external credential courses, offers students the opportunity to, for example, complete a research essay similar to the Extended Essay. "AP Capstone Overview," The College Board, accessed July 12, 2017, https://advancesinap.collegeboard.org/ap-capstone. Burnaby School District, which is the only Greater Vancouver school district that does not offer the IB (it stopped offering it in 2005 [See Appendix 2]), added the Capstone program to its AP program in 2014. Wanda Chow, "AP Capstone Program Coming to Burnaby," Burnaby Now, last modified October 3, 2013, http://www.burnabynow.com/news/ap-capstone-program-coming-to-burnaby-1.1899304. School districts can have schools that offer both the IB and AP Capstone program; for example, West Vancouver School District does. "Programs: Our Schools," West Vancouver Schools, accessed July 12, 2017, http://westvancouverschools.ca/our-schools.

77 “Group 3: Individuals and Societies” in the DP refers to one of the six “Groups” of subjects that a full IB Diploma student must take. It was known at one time as “Humanities,” but the subjects have slightly changed from a traditional Humanities curriculum. "Individuals and Societies," IB Diploma Programme, International Baccalaureate
components of DP History; a workshop leader who trains DP History teachers,\textsuperscript{78} and a co-author of one of the DP History companion texts that was published by Oxford University Press in 2015.\textsuperscript{79} For the 2016-17 school year I taught secondary school BC Dogwood Diploma Social Studies courses in a non-IB school in North Vancouver, BC. Many of the staff had taught the IB (and some had been IB students themselves), and as the new BC Social Studies curriculum that was fully implemented in September 2016\textsuperscript{80} had some similarities regarding curricular framework. In some ways it was like teaching the IB, but without any externally examined summative assessments (save Language Arts 12\textsuperscript{81}). For the 2017-18 school year, when I was finishing my thesis, I was hired at an IB continuum school to teach MYP English (Language and Literature) 8 and Social Studies (Individuals and Societies) 9 & 10, Dogwood Diploma English 11, and to help to implement the Diploma Programme teaching DP History 11. The ability to be able to directly compare and contrast my experiences as a Grade 7-12 educator in BC teaching at both non-IB and IB schools in 2016-17 provided an additional perspective.

My first experience teaching the IB was at a public secondary school whose students were mostly born and raised in West Vancouver, one of the wealthiest communities in Canada. In contrast, the International School of Prague was a private international school that had a

\textsuperscript{78} I work for several workshop providers; this is one example of my biography. "Workshop Leader Biographies: Shannon Leggett," Ibicus, last modified 2015, \url{https://www.ibicus.org.uk/contact-us/leader-biographies/shannon-leggett}.

\textsuperscript{79} "Biography: Shannon Leggett," Amazon.com, last modified 2015, \url{https://www.amazon.com/Shannon-Leggett/e/B00QCDCA482}.

\textsuperscript{80} Some BC schools started to offer aspects of the new curriculum on a voluntary basis beginning in 2015-16.

\textsuperscript{81} For the 2016/17 school year, the only mandatory external exam was a Language Arts 12, or for the French language board CSF schools, French 12 and Language Arts 12. "Provincial Exam Transition Year," \textit{BC's New Curriculum: Path to Graduation}, BC Ministry of Education, last modified September 2016, \url{https://curriculum.gov.bc.ca/graduation-info}. 
student body that came from over 70 different countries with a mixed socio-economic
demographic: along with those families who privately paid the substantial fees, there were
scholarship students, as well as those who attended the school because their parent was
transferred to the city so the company would pay the tuition as part of the benefits package. Both
schools only offered the DP (not the other programmes in the IB continuum) as the
administration and boards of both schools preferred a non-IB curriculum to feed into the DP.

The various positions that I have held with the IB have allowed me to examine it from
multiple perspectives. A strength of the IB is that it offers a holistic, international curriculum
with a global perspective that has external accountability regarding assessment, and a well-
developed curriculum review framework; a weakness is that it has been viewed as being
financially exorbitant to implement, and, especially at the DP diploma level, some have seen it as
too arduous in its demands, for both students and teachers.

When I returned to British Columbia and undertook my MA in the Department of
Curriculum & Pedagogy at UBC, my supervisor, Dr. Peter Seixas, connected me with instructors
in UBC’s International Baccalaureate Educator Program. As well, I continued to lead IB teacher
training workshops, but instead of doing them in Europe and the Middle East, I led them all over
North America, and discovered that the educators I was meeting had quite different experiences
regarding implementing the IB due to the specific state and provincial requirements that they
were dealing with. I also took a History of Canadian Curriculum course, and realized that there
had never been a study of the factors for the establishment and expansion of the IB in BC, so I
enthusiastically chose it as the topic for my research as it was an opportunity to do original
research. Studying curriculum and pedagogy at UBC in 2015/16 occurred at a unique time in
British Columbia’s educational history as the Ministry of Education implemented a new
curriculum (BCEd Plan) that overlapped the IB curriculum in many ways. Consequently, in addition to analyzing the factors for why BC schools have adopted the IB, I wanted to examine the impact of the new “Building Student Success”\(^82\) curriculum in regards to the development of the IB in BC. For the 2016/17 school year I had the opportunity to teach the new SS7-10 BC curriculum, and the old SS11/History 12 BC curriculum in a non-IB independent school, while at the same time continuing to lead DP workshops and continue IB professional development. This experience put me in a unique position to be able to compare and contrast the new BC and IB curricula, and other curricula from throughout North America.

Even though I have significant ties to the IB, I would not say that I went about conducting my research as an “advocate.” In my research, and particularly while I was conducting the interviews of various IB practitioners, I found myself to be involved in discussions that critically analyzed the IB. The interviewees had the option to be anonymous when giving their statements, so this allowed for candid testimony. As opposed to a researcher who was not familiar with the IB, I had an “insider” advantage, and therefore knew some critical questions to ask. As an insider, there was always the danger of a biased standpoint; but being aware of those risks helps, in some measure, to counteract them. Even though I am employed by the IB, I was not limited regarding how I constructed my argument.

1.4 The IB in Canada and British Columbia

As of 2016, Canada had the second largest number of IB World Schools in the world with 367 of them established between 1974 and 2016.\(^{83}\) Starting in 1965, efforts were made to encourage the IB in Canada, “In June 1965, no fewer than 16 teachers were dispatched from Geneva to visit schools in Canada and the US.”\(^{84}\) The first Canadian IB school was the private\(^{85}\) international school Lester B Pearson United World College (UWC) of the Pacific in Victoria, BC which opened in 1974.\(^{86}\) The first Canadian public school that offered the IB was also in BC: R.E. Mountain Secondary School in Langley in 1979.\(^{87}\) As of 2016 Quebec had the largest number of IB programmes in Canada with 146,\(^{88}\) with Ontario second with 101 programmes.\(^{89}\)

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85 It is called “private” even though it is in British Columbia as that is what the appropriate term was when the school was created, and it was created before the 1996 BC Independent School Act that called non-public schools “independent” schools.


As of 2016, 45 BC schools offered 62 IB programmes. The largest IB programme in BC is the DP: 28 schools have it with three more being “candidate” schools and three being “interested.” The first BC school to offer the MYP was Glenlyon Norfolk School, an independent school in Victoria: it had been a DP school since 1996, and began to offer the MYP in 2002 and the PYP in 2004. As of 2016 19 schools offered the MYP, with four more being “candidate” schools and six others being “interested.” The Kindergarten-Grade 5 Primary Years Programme (PYP) first began to be offered in BC in 2003 at Stratford Hall, an independent school in Vancouver; and as of 2016 there were 15 schools that offered it, with four “candidate” and six “interested” schools. Currently no BC schools offer the Careers Programme (CP), but four have registered official interest. The vast majority of IB World Schools are in the Lower Mainland; there are only seven schools located elsewhere in BC, and

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90 As of the start of the 2016/17 school year, Highland Secondary School (Comox Valley, Vancouver Island) was still authorized as an IB World School, but it did not offer the DP. Comox School District, "International Baccalaureate Program," Highland Secondary: Programs and Services, last modified September 2016, accessed July 23, 2017, https://www.sd71.bc.ca/School/highland/Programs/IB/Pages/default.aspx.


93 Ibid.


96 Ibid.

97 Ibid.

98 Ibid.

99 Ibid.

100 Ibid.

101 Ibid. According to the B.C. Geographical Names Information System or BCGNIS site, “The Lower Mainland...is used to refer to the entire area west of Chilliwack and south of Whistler,” William Boei, "Just What Constitutes the 'Lower Mainland?'" Vancouver Sun, January 22, 2009, http://www.vancouversun.com/Just%20what%20constitutes%20Lower%20Mainland/1207993/story.html? lsa=5793-66fa However, more schools outside of these two areas are in the process of becoming IB schools: see Appendix 2. "BC Schools IB Statistics as of October 2016," op. cit.
they are in or near Greater Victoria, Comox (east central Vancouver Island),\textsuperscript{102} and Kamloops (in the BC Interior).\textsuperscript{103}

The BC IB programmes can also be categorized into those schools that conduct them in English or in French. As of 2016 BC’s French language board, Conseil Scolaire Francophone de la Colombie-Britannique (CSF), funded five schools that provide a variety of IB programmes: École André-Piolat in North Vancouver (MYP); École Gabrielle-Roy in Surrey (MYP/DP);\textsuperscript{104} École secondaire Jules-Verne in Vancouver (DP); École Victor-Brodeur in Victoria (DP); and École des Pionniers-de-Maillardville in Port Coquitlam (MYP/DP).\textsuperscript{105} There is also one non-CSF French-immersion school that is in the West Vancouver School Board, École Cedardale, that offers the PYP in a French immersion setting: in July 2016 it became “the first French Immersion elementary school in the province to combine the International Baccalaureate Primary Years Programme with French Immersion programming.”\textsuperscript{106}

Multiple IB programmes can be offered at the same school, so this is why the number of programmes is not the same as the number of schools. The PYP is present in K-5 schools. This can be implemented in different configurations: in a primary K-3 school such as Cypress Park Primary School in West Vancouver,\textsuperscript{107} or K-7 at West Bay Elementary School and École

\textsuperscript{102} Highland Secondary School in Comox made a decision to not offer the DP in the 2016/17 school year, but it is still an authorized IB World School. Comox School District, "International Baccalaureate Program," Highland Secondary: Programs and Services, op. cit.

\textsuperscript{103} See Appendix 2. "BC Schools IB Statistics as of October 2016," op. cit.

\textsuperscript{104} "The Gabrielle-Roy school has been in existence since 1998 and offers educational services in French from Kindergarten to Grade 12 to the Francophone population of the municipalities of Surrey, North Delta, Cloverdale and White Rock. As a regional secondary school, it also hosts students from Delta, Langley, Chilliwack, Abbotsford and Mission. Located in urban Surrey, the school has occupied the current premises since January 2004." Translated from the French by Google Translate. "Gabrielle-Roy: école du monde," École Gabrielle-Roy, CSF, accessed July 12, 2017, https://gabrielleroy.csf.bc.ca/.

\textsuperscript{105} "Find an IB World School: British Columbia," op. cit.


Cedardale in West Vancouver, and Southlands Elementary School in Vancouver. According to Bob Poole, a senior administrator in IB North America who participates in the authorization of IB World Schools,

> The official PYP is pre K through 5. If schools continue the PYP – they have developed it for grades 6 and 7 – we won’t/can’t tell them they can’t do that, but it is not something that we have sanctioned or not sanctioned. We recognize them as offering the PYP through grade 5. Something called PYP in grade 6 and 7 is not recognized by us as the PYP and properly should be called something else. (But we recognize unofficially that there could be some sense to it). Better for kids of that age to begin the MYP.

The MYP is present in BC schools in both 3 and 5 year programmes, though the latter is the preferable IB model. The MYP can be in an elementary, middle (e.g. Grade 6-8 in Abbotsford Middle School in Abbotsford) or high school. The MYP can start in an elementary school, and continue in a high school e.g. Elsie Roy Elementary School and Lord Roberts Elementary School in Vancouver start the MYP in Gr 6 and 7, and it ends at their IB partner school, King George Secondary School, in Grade 10. As Bob Poole clarified,

> For complete recognition by the IB, it needs to be a 5 year programme. Fewer years are acceptable, but students will not be considered as having completed the MYP as the MYP is a 5 year programme. Schools can offer it to fewer grades, and both students and schools will benefit, but the full 5 year programme is the standard.

The DP is present in BC schools in two-year programmes for Grades 11 and 12. Bob Poole adds, “…the DP at Lester B. Pearson UWC [in Victoria] is more like Grade 12 and 13 as

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108 Ibid.
109 Bob Poole, "PYP and MYP in BC Schools," E-mail message to author, July 10, 2017.
113 Poole, "PYP and MYP in BC schools," op. cit.
kids can go to Pearson from Grade 11 from Canadian high schools."\footnote{114}

Students in the PYP can, but do not necessarily go into an MYP school. At Southridge School, an independent school in Surrey, all students are enrolled in the PYP and MYP.\footnote{115} All of the students at École Cedardale in West Vancouver are enrolled in the PYP, but they are also in the French immersion programme. Interestingly, most of them continue to the French immersion secondary school, Sentinel Secondary School, that does not offer the MYP or DP.\footnote{116} École Cedardale PYP students could go to Rockridge’s Middle Years Programme, but the vast majority stay with their cohort and go to Sentinel.\footnote{117} Sometimes the programmes do feed into each other: most of the students who go to West Bay Elementary School in West Vancouver go to Rockridge Secondary School that has the MYP. However, interestingly, some choose to go to West Vancouver Secondary School that does not offer the MYP, but has a locally-developed pre-IB Grade 10 programme that feeds into their Diploma Programme (DP).\footnote{118} In Vancouver, all of the PYP students at Southlands Elementary School attend non-IB local high schools as there is not a close MYP option, although there is parent interest in establishing a programme close to Southlands.\footnote{119}

Students in the MYP can, but do not necessarily, go into a school with the DP. For example, most Rockridge Secondary School students do not transfer to the DP at West

\footnote{114}Ibid. However as noted earlier, Pearson College UWC is not considered to be under the BC Ministry of Education jurisdiction; it is under the authority of the BC Ministry of Advanced Education. Désirée McGraw, "President and Head of Pearson College Notes for Village Gathering," Pearson College UWC: President's Update: January 2017 (blog), entry posted January 17, 2017, \url{http://www.pearsoncollege.ca/presidentblog/?565741594151654252475C54525A41725B5B5260584741797309040}.

\footnote{115}As Southridge does not offer the DP, their IB experience ends there if they remain at the school.

\footnote{116}Chris Kennedy, interview by Shannon Leggett, West Vancouver School Board, West Vancouver, BC., July 5, 2016.

\footnote{117}Kirsten Dixon, interview by Shannon Leggett, West Vancouver, BC, July 8, 2016.

\footnote{118}Kennedy, interview, op. cit.

\footnote{119}Little, "Southlands PYP," op. cit.
Vancouver Secondary School; instead, they choose to stay and graduate from Rockridge, and many take AP courses. Richmond has had a similar situation where students in the MYP at Hugh Boyd Secondary School do not necessarily transfer to the DP at Richmond Secondary School. David Miller, Richmond Secondary School’s DP Coordinator, explained:

…we had initially anticipated that many Middle Years Programme students from Hugh Boyd would transfer to Richmond High to finish their IB education in the Diploma Programme. That has not turned out to be the case -- no more than 2 or 3 per year.

The Diploma Programme at Richmond High is open to students from across the District, and indeed the region. That said, the overwhelming majority of our students complete Grade 8-10 at Richmond High, or at one of the Secondary Schools closest in geographic proximity to our school (Palmer, Burnett and MacNeill).

As such, transfers from Hugh Boyd to the Diploma Programme at Richmond High are no more common than transfers from McMath, Steveston-London, McNair, McRoberts or Cambie.

I suspect that there are two reasons that students from Palmer, MacNeill and Burnett are more likely to attend the Diploma Programme at Richmond High: 1) simple geographic proximity; and 2) they are more likely to know somebody in their family/community activities/from elementary school who is attending/has attended Richmond High and/or will be entering the Diploma Programme at the same time. It is worth noting that 2) clearly derives from 1).

As for why students from further afield are less likely to transfer to Richmond High for the Diploma Programme, I think the additional distance is a disincentive, and I suspect the premise [wanting to graduate with their friends] is bang-on.

I think of this as the neighborhood school effect -- and it suggests that loyalty to friends & investment in a particular community is something students and families value more than loyalty to and investment in a particular educational brand.121

Abbotsford Middle School (Gr 6-8) IB students can go to Abbotsford Senior (Gr 9-12) Secondary School, but as of 2016 Abbotsford Middle School had its own 3 year Middle Years

120 Kennedy, interview, op. cit.
121 David Miller, "Query about Richmond's IB programme," E-mail message, July 14, 2017.
Programme, and if students wanted to continue the IB at Abbotsford Senior Secondary School, they took pre-IB Honors classes in Grades 9 and 10 to prepare for the DP. Carson Graham Secondary School in North Vancouver, and two French language board schools, École Gabrielle-Roy in Surrey and École des Pionniers-de-Maillardville in Port Coquitlam are notable for having the MYP and DP in the same high school: in these schools everyone does the MYP, but not everyone does the DP.

In BC as of 2016, independent schools were the only schools to host full continuum programmes (offering the PYP/MYP/DP and/or CP): there were six complete or full continuum programmes. BC had five partial continuum programmes (having more than one programme): three in public schools and two in independent schools. Bob Poole clarified, “Independent schools in BC often offer the continuum, but it is not required and not always present in independent schools in other parts of the country or the world.”

British Columbia’s IB schools include internationally esteemed IB programmes that are singled out for acclaim. In the “Public IB World Schools Serve Culturally and Economically Diverse Communities” section of the 2010 Canada IB Profile, Britannia Secondary School in Vancouver was lauded:

Britannia [which celebrated its centennial in 2008] became an IB World School in

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122 “The IB Middle Years Programme,” Abbotsford Middle School, op. cit.
129 Ibid.
130 Poole, ”PYP and MYP in BC schools,” op. cit.
1991, implementing the Diploma Programme…the school serves a highly heterogeneous community, with students who come from low-income or refugee backgrounds as well as recent immigrants. The school’s international focus has also drawn families from higher-income families, providing a world-class school for all members of the community. In addition to arts and theater classes, the school offers courses on South and East Asian history, Mandarin and French. It has sponsored annual trips to China and Japan, and collaborates on Vancouver’s annual world music festival. Britannia has a reputation for high academic achievement, and has succeeded in expanding learning options for its students.131

In British Columbia each school district receives funding from the province to run its programmes, and it is up to the district’s discretion if and how much it will fund the process of authorizing and paying annual fees to the IB, as well as paying other fees such as students sitting for exams. The IB’s programmes can be considered to be costly for a school/district: in addition to the school authorization costs, there are many other fees.132 For example, annual DP exam fees alone can be in the tens of thousands of dollars,133 and it can cost approximately $3000 USD134 for one teacher at one training workshop, leading one IB educator to call the IB a “platinum programme.”135 In BC it is rare to have more than one IB school in a district, but there are some that have multiple IB schools; for example, as of 2016 Vancouver offered the IB in the most schools with four IB programmes in six schools: one Primary Years Programme (Southlands Elementary School), one Middle Years Programme (Elsie Roy and Lord Roberts Elementary Schools feeding into King George Secondary School) and two Diploma Programme (Sir Winston Churchill Secondary School and Britannia Secondary School). West Vancouver School District (WVSD) offered the most number of IB programmes with five in five schools

134 As BC educators tend to attend workshops in the US as relatively few are offered in Canada.
(three PYP: Cypress Park Primary School, West Bay Elementary School, École Cedardale; MYP: Rockridge Secondary School; DP: West Vancouver Secondary School). Even though they could be capable of doing so, WVSD will not move all of the district’s schools over to becoming IB World Schools for various reasons including wanting to offer a variety of educational options, as well as the fact that the district considers the cost of running the IB in so many schools to be cost-prohibitive. In contrast, North Vancouver School District offers four IB programmes in three schools (PYP at Capilano Elementary School and Queen Mary Elementary School, and the MYP/DP at Carson Graham Secondary School), and as those schools have reached capacity, they are exploring whether it’s feasible to open programs in more schools.

As of 2016 BC there was a wide variety of ways that the IB has been implemented in the 45 BC IB World Schools that offer it. The ways that the IB has been configured in different schools demonstrates its adaptability to different school stakeholder (student, parent, teacher, administration, school board) needs.

1.5 Framing the Research Problem

In this section I will discuss the research problem by outlining the major research question, four hypothetical responses that help to frame the research, three sub-questions, and the purpose of this study.

British Columbian students who are looking for academically challenging educational
programs that are inquiry-based and externally moderated have the IB as an option. The IB is now offered in all Greater Vancouver school districts (save Burnaby) and continues to be adopted in other districts in the province. This leads directly to my major research question: *What were the factors that influenced the establishment and expansion of the IB in British Columbia from 1974-2016?* A starting point for responding to the question includes four categories: first, the attraction of its philosophy and holistic curriculum led schools and districts to offer it. Second, various governmental legislative changes regarding graduation equivalency credit, the expansion of independent schools that offered rigorous academic programs, the ramifications of the open enrollment policy, and changes in school funding encouraged the expansion of the IB. Third, universities offered preferential admission to IB students as it has been determined that they come to university well prepared academically due to the rigor of the DP, its emphasis on time management, and critical thinking skills. Finally, IB graduates’ overall positive perception of the IB has led to its increased popularity. These broad categories provided an initial framework for my investigation. They arose from my experience teaching the IB, as well as role as a leader in DP teacher professional development. In the informal, unsystematic discussions I have been involved in over the years, these categories emerged as ones that could be investigated. My research will question, refine, and revise these ideas based on the evidence compiled from a wide variety of primary and secondary sources that helped me to revise and substantiate this initial set of ideas.

Several sub-questions follow from the major research question:

- Why did school stakeholders (teachers, administrators, parents, universities) start to advocate for the adoption of the IB in their schools? What philosophical, socio-political, and economic changes affected this over time?
- How does the IB align with the new BC Ministry of Education’s 2015/16, and 2016/17 curriculum changes, and what successes and challenges does the alignment present?
- What have been some of the challenges associated with implementing the IB in BC?

There are several purposes to this study. First, its aim is to chronicle the history of an important educational innovation in the history of BC education, and acknowledge those who have and/or continue to partake in it. Second, it is to critically examine the factors that have both helped and hindered its expansion, particularly as related to contemporary educational changes that have and are occurring in the province at the end of the 20\textsuperscript{th} century and in the first two decades of the 21\textsuperscript{st}. Third, this research could offer scholars further investigating the IB in BC or in other jurisdictions rich evidence to analyze and possibly inspire their work. Fourth, it could assist schools who are considering undertaking the candidacy and authorization process, and/or those who are reviewing whether to keep it. Finally, this study will contribute to the discussions regarding the future of educational policies in BC regarding philosophy, practical pedagogy, and the affordability of and equity of access to externally credentialed special programmes.

1.6 Thesis Overview

This chapter has provided an overview of the history of the IB in Canada, described the establishment of the IB in public and independent schools in BC (while also adding a contemporary context), and framed the research problem. The following chapter is the literature review that focuses on three concepts: the International Baccalaureate, school stakeholder curriculum choice, and academic achievement. Chapter Three describes the methodology utilized in this thesis. Chapter Four gives an overview of the history of the establishment of the IB in BC, answering the research question/sub-questions: what were the factors that influenced
the establishment of the IB in BC, and why did school stakeholders (teachers, administrators, parents, universities) start to advocate for the adoption of the IB in their schools? It starts to examine the philosophical, socio-political, and economic changes that occurred over time. Chapter Five analyzes the evidence and answers the research question/sub-questions: what were the factors that influenced the expansion of the IB in BC; why did school stakeholders (teachers, administrators, parents, universities) start to advocate for the adoption of the IB in their schools; what philosophical, socio-political, and economic changes affected this over time; and what have been some of the challenges associated with implementing the IB in BC? Chapter Six builds on what was discussed in Chapters 4 and 5 by looking at specific pedagogical, curricular and economic factors at the end of that time frame. As a part of this, it examines another research sub-question: how does the IB align with the new BC Ministry of Educations 2015/16, and 2016/17 curriculum changes, and what successes and challenges does this alignment present. Chapter Seven concludes the thesis.
Chapter 2 A Review of the Literature

2.1 Introduction

There is a small, but growing amount of literature on the International Baccalaureate (IB). My research study will discuss the literature regarding three concepts: the International Baccalaureate itself, school stakeholder curriculum choice, and academic achievement.

The literature on the International Baccalaureate provides an overview of why the IB was created, and how the IB is implemented in different jurisdictions around the world. It shows some of the factors for the establishment and expansion of the IB, both in Canada and abroad. One can, and to an extent I do directly, compare and contrast the findings in these studies with my own conclusions regarding the factors for the establishment and expansion of the IB in BC.

The literature on school stakeholder curriculum choice provides background and context for my analysis of the factors leading to the establishment and expansion of the IB in BC. This literature looks at how the IB has become a “choice” for schools in Canada and abroad due to its academic, philosophical, and social benefits. It looks at positive and negative ramifications for jurisdictions that have chosen the IB, and these findings will be considered as I explore the reasons why the IB has become a curricular choice in BC.

The literature on academic achievement is essential for providing a context for answering the research question. It provides a broader field within which to examine the IB among other academically rigorous programmes. The fact that the IB emphasizes academic achievement is appealing to schools internationally. Even though there are concerns that it is too rigorous, and that it can cause academic streaming to occur in the schools that offer non-IB options, it is clear
that the IB’s challenging, externally moderated academic programmes are a factor for the IB’s expansion in BC.

The research that is analyzed in this paper mostly focuses on studies of the IB that have taken place and/or have been produced in the United States, UK, Australia, and Canada.

2.2 The International Baccalaureate (IB)

There is a growing amount and variety of literature on the International Baccalaureate (IB). In addition to a plethora of studies commissioned by the IB itself to demonstrate how well it delivers student-centered programmes that teach critical thinking skills,\footnote{There are many articles in the \textit{International Education Research Database} (The Hague: International Baccalaureate, 2016), \url{https://ibdocs.ibo.org/research/index.php}. One of the more oft-cited ones is Robert Swartz and Carol McGuinness, \textit{Developing and Assessing Thinking Skills Project}, International Baccalaureate Organization, 2014, \url{http://www.ibo.org/globalassets/publications/ib-research/continuum/student-thinking-skills-report-part-1.pdf}. In addition, as I am an IB workshop leader, I have access to the Online Curriculum Centre (OCC) which is set up to support those who work in the IB community. On the OCC there is an “IB research” section under “Support Areas,” and there, as of July 2017, there were 339 IB-produced research-related documents. "IB Research," Online Curriculum Centre (OCC): Support Areas, accessed July 15, 2017, \url{http://occ.ibo.org/ibis/occ/View/template.cfm?menu=506}.} there are a number of journals and books that discuss and analyze it. One of the most important current pieces available to assist in understanding the IB is Abrioux and Rutherford’s \textit{Introducing the IB Diploma Programme}.\footnote{Abrioux and Rutherford, op. cit.} This work breaks the IB down into its essential components by looking at the specific ways that one of the programmes, the Diploma (Graduation) Programme (DP), has been implemented throughout the world since its inception in 1968. Its references to American and Canadian examples, as well as contrasting ones in other countries, are well described and linked to research in the field up to 2012. This source provided important background and context for my findings, particularly regarding the impact the IB has had on national school systems throughout the world. I found its summary of the IB in the US to be particularly useful for my research. For example, it stated:
With 778 IB diploma programmes (September 2012), the United States is the country with the largest number of schools offering the DP and this is increasing. Students in US schools represent 50% of the total number of DP candidates worldwide. However, these numbers do not mean that the DP is present throughout all sectors of American society. Some 2% of high schools offer the programme in the United States.\footnote{142}

However, they go on to say that even though the IB was only in 2% of US high schools, there has been an extraordinary growth of the IB, most notably that 90% of the schools offering the DP are public schools.\footnote{143} They conclude that the main reasons for its expansion in the US are due to the “DP itself—internationally focused curriculum, breadth, rigour, flexibility, learning skills, values, reflection on learning to learn—…college credit…”\footnote{144}

They compare and contrast the IB’s growth in the US with Canada, stating that there are some significant differences. While they state that the adoption of the IB in the US is mostly due to a desire for educational reform, they argue that in Canada the IB’s establishment and expansion has not primarily been for this reason as Canadian schools have performed very well on international tests like the Organization for Economic Cooperation and Development (OECD) and Programme for International Student Assessment (PISA) tests.\footnote{145} Consequently, the authors conclude that the IB has expanded in Canada on the basis of shared values with the mission statement: international mindedness, support for involvement and responsibility through international organizations (the first Canadian school to adopt the DP was the Lester B Pearson United World College of the Pacific, named after the Canadian Nobel Peace laureate), and the official policy of multiculturalism. The other official policy of bilingualism in the same way contributes to the adoption of IB programmes in Canada, in particular perhaps outside of Quebec since there are significant francophone communities and many francophone or French immersion schools across the country.\footnote{146}

\footnote{142} Ibid., 16.  
\footnote{143} Ibid.  
\footnote{144} Ibid., 17.  
\footnote{145} Ibid., 18.  
\footnote{146} Ibid.
The bilingualism statement, however, can be countered as even though the IB offers its programmes in French, there is, unfortunately, a lack of IB teacher and student support materials in French. Publishers have not identified it as a market that can warrant the publication of such resources as relatively few schools around the world offer the IB in French. Consequently, the lack of IB support materials in French is a significant challenge for French language IB schools, in Canada and abroad. This aspect of their study could be important to examine when analyzing whether there could end up being a plateau or even decline in the number of IB schools in BC and Canada in the future.

When Abrioux and Rutherford analyze why Canadian schools have adopted the DP, they state that public and private schools “…are now recognizing the educational and business opportunities provided by introducing the DP.” They go on to assert that a possible reason for the expansion of the IB in Canada is due to Canada’s non-federal, decentralized education model, and that there is “strong public funding for DP in public schools, with students not paying much (if anything) for a DP education which is generally provided for by school district funds.” This 2012 finding can be seen to be partially true as of 2016: even though the province of Nova Scotia has a province wide policy regarding full public funding for an IB education if it is desired, in British Columbia, funding decisions regarding the IB are made on a district level, and as of 2016 there were few BC school districts that offered the IB for free.

Tristan Bunnell’s 2008 study, "The Global Growth of the International Baccalaureate Diploma Programme over the First 40 Years: A Critical Assessment," is also an overview of

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147 Interviewee 10.
148 Ibid.
149 Abrioux and Rutherford, op. cit.,19.
150 Ibid.
151 Ibid.
153 Bunnell, "The Global Growth…First 40 Years…," op. cit.
the history of the DP, but in a format appropriate for an education journal. It is an essential examination of the growth of the IB, particularly in the context of my thesis as some of the factors that it identifies regarding why the IB has grown internationally (particularly in North America) relate to the IB’s growth in British Columbia. For example, he cites the pro-active nature of the IB’s efforts to expand in Canada, “In June 1965, no less than 16 teachers were dispatched from Geneva to visit schools in Canada and the US.”\textsuperscript{154} Bunnell went on to state that until 1980 the IB was expanding faster in Canada than the US due to the fact that Canada did not offer the Advanced Placement (AP) system\textsuperscript{155} so there was interest in some school jurisdictions to offer college preparatory courses, and that the Lester B. Pearson United World College of the Pacific, which was a DP school, was an example for other schools to utilize if they wanted a model to emulate.\textsuperscript{156} An interesting point that Bunnell made for a possible reason for the IB’s expansion in the US was due to the “lack of a uniformly national curriculum,”\textsuperscript{157} and this would be in concurrence with Abrioux and Rutherford’s finding about Canada.\textsuperscript{158} Bunnell did discuss that some schools have rejected the IB, and noted Spahn’s 2001 study that stated “138 US schools have abandoned it (the DP) since 1975, mainly through a lack of parental interest.”\textsuperscript{159} He did not provide a similar statistic for Canada, and I have not been able to find any research that states or discusses such a statistic. However, what this study examines regarding reasons why schools would drop the IB could be important to examine when analyzing why some BC schools have dropped, or are considering dropping it.

In his 2008 study, Bunnell noted that the Middle Years Programme (MYP), as of the year

\textsuperscript{154} Ibid., 414.
\textsuperscript{155} Ibid., 415.
\textsuperscript{156} Ibid. Note: Bunnell makes an error stating that Lester B. Pearson was in Toronto: it is in Victoria, BC.
\textsuperscript{157} Ibid.
\textsuperscript{158} Abrioux and Rutherford, op. cit., 19.
\textsuperscript{159} Blake A. Spahn, America and the International Baccalaureate (Suffolk, UK: John Catt, 2001). Cited in Bunnell, "The Global Growth…First 40 Years…," op. cit., 46.
of his study, was offered in 69 countries, and that 60% of those schools were in the US and Canada; however, at the time it was unclear why this was the case, and he called for a scholarly investigation to be undertaken regarding the reasons for this.\textsuperscript{160} He himself took up that call, and did a study of the MYP in 2011.\textsuperscript{161} He found that as of August 2011 70% of MYP schools were in the US, Canada and Australia,\textsuperscript{162} and when he stated that 60% of international MYP students who submitted their work to be externally moderated were from Canada (it is not mandatory that students have their work moderated by the IB, but they need to do so to get the official MYP certificate), he subjectively described the reason being that this showed “a level of maturity in that country.”\textsuperscript{163} However, he did not elaborate on this reasoning further, which is a weakness in his conclusion as he did not offer any proof for his assertion that Canadian MYP students are more “mature” than MYP students in other jurisdictions. My research will examine some of the reasons why the MYP has been adopted in BC which could provide a basis for research in other jurisdictions, but additional research should be done regarding why the MYP has expanded in Canada.

A final point that Bunnell made in his 2011 study about the MYP in Canada can be countered in the BC context. He stated, “In Canada, 90 per cent of MYP schools offer only that sole IB programme.”\textsuperscript{164} In the BC context this is not the case as the MYP is offered in many different types of schools (elementary, middle, high school), and sometimes it is the only programme in that school, but it is more likely that the MYP is in a school that also has the PYP

\textsuperscript{160} Bunnell, op. cit., 418.
\textsuperscript{162} Ibid., 267.
\textsuperscript{163} Ibid.
\textsuperscript{164} Ibid., 266.
or DP, or has the BC Dogwood Diploma program. Schools that have the MYP can also offer the AP: of the 19 BC schools that offer the MYP, 5 of them offer AP.

Bunnell conducted a third study in 2010 that specifically focused on the IB and observed that there was a change in the International Baccalaureate Organization that shifted its focus to being “anglo-centric” instead of being “internationally-minded:”

As the globally branded “IB World”—re-launched with a new logo and corporate identity in 2007—has become more concentrated, it also has become more North American-centric. It is undeniably Anglo-centric. In July 2009, the United States, Canada, England and Australia accounted for 61 percent of the IB World presence.

Bunnell’s 2010 study went on to probe whether the IB is really “international” if it has become “imbalanced” due to the fact that there are so many IB schools in the US. He put the dominance of the US in the IB organization in context:

To put the activity in the United States into perspective, the bloc of schools there in April 2009 was almost four times the size of the second largest bloc, which was in Canada. There are more schools in the U.S. bloc than in the combined IB Latin America (IBLA), which is comprised of 28 countries; and IB Africa, Europe, and Middle East, which is comprised of 82 countries. Moreover, there were five times as many American students entered for the May 2008 IBDP examination as for Canadian students, and 15 times as many as in England, the country with the second most IBDP schools. By March 2009, 31 percent of all PYP schools, 42 percent of all MYP providers, and 35 percent of all IBDPs were located in the United States.

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167 According to his page at the University of Bath, Tristan Bunnell has published 16 works specifically on the IB, and many others on international education that refer to it. Tristan Bunnell, "Profile: Dr. Tristan Bunnell," Visiting Staff University of Bath, last modified July 23, 2017. http://www.bath.ac.uk/education/staff/tristan-bunnell/.
169 Ibid., 67.
170 Ibid.
171 Ibid., 69.
This is related to my research as one of the appeals of the IB is its “international mindedness,” so it could be useful to examine how the growing American dominance of the IB organization impacts the expansion of the IB in BC.

Hill and Saxton’s work also examines the factors for the establishment and expansion of the IB, but in contrast to Bunnell’s willingness to criticize the IB, their piece tended to utilize evidence that was favorable to the IB. The authors write an often glowing summary of the history, philosophy, and qualitative results of the International Baccalaureate’s Diploma Programme (DP). Their goal is to prove that the DP produces graduates who:

• Develop critical thinking skills, holistic learning, life-long education, and affective education via community service;

• Foster international mindedness, an appreciation of multiple perspectives, promotion of intercultural understanding, and consideration of solutions to major global issues leading to world peace; and

• Offer a globally recognised university entrance qualification, thus facilitating student mobility across frontiers.

The philosophical “construct” of the IB’s constructivist program is described, as well as elements of its practical organization. It cites elements of the IB, such as requiring two languages in the DP, as well as studies from educational consultants, institutes, and tertiary learning institutions, to try to prove that IB students are “better/best prepared” to be successful in university and beyond.

However, some of Hill and Saxton’s claims are not fully substantiated. For example, they stated that “the focus on international mindedness embedded in the DP curriculum grew in importance and appeal, thus expanding the IB’s community from internationally mobile students

\[172\] Hill and Saxton, op. cit.
\[173\] Ibid., 44.
to a large following in US public schools, which is a pattern that continues."\(^{174}\) However, they provide no evidence proving that the IB has expanded, particularly in the US, due to the “international mindedness” aspect.

The article claims that IB students are better prepared than non-IB students to do well academically at university. However, the article does not acknowledge the fact that many IB schools are “selective,” both academically and financially, regardless of whether they are public or private. The rhetoric of the IB is that it should be accessible to all, but if one cannot afford to pay to get into it, or does not achieve the minimum “cut off score,”\(^{175}\) then a tracking system is created; hence, a reason why IB students may do better is not necessarily just because of the programme itself, but because they have been tracked to be most of the “strongest” students academically.

There is a central omission in this article: by focusing so much on university entrance and academic success data, “the IB Programme…[satisfies] ‘the most stringent university entry requirements so that it would become a recognized passport to higher education,’\(^{176}\) it loses sight of the greater goal of creating “autonomous lifelong learners”\(^{177}\) who will “help to create a better world.”\(^{178}\) Not only do aspects of the IB like CAS in the DP, and community service in all of the other IB programmes, encourage students to actively engage in the world around them, but the coursework also encourages students to pursue meaningful projects after graduation, as well as partaking in occupations that fulfill the IB mission.\(^{179}\) This aspect should be an essential

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\(^{174}\) Ibid., 45.

\(^{176}\) Hill and Saxton, op. cit., 50.

\(^{177}\) Ibid., 45.

\(^{178}\) Ibid., 51.

component addressed in their article.

Finally, the authors state “that there isn’t significant longitudinal data for much of what is claimed in the article other than university academic performance, but they claim that anecdotal evidence regarding post-graduate employment and life satisfaction is sufficient, concluding:

Until there is research...the anecdotes will have to suffice—and until there are assessment tools that measure the value of compassion, cultural awareness, critical thinking, ethical decision making, confidence, internationalization in thought and deed and the other qualities and characteristics embedded in an IB programme, we will just have to appreciate the efforts of the early visionaries as we watch, with pride and awe, our young IB graduates develop into fine human beings who ‘help to create a better world’, as asserted in IBO’s Mission Statement. ¹⁸⁰

Their study is important to examine when looking at the various benefits and drawbacks of the IB programmes in BC.

Culross and Tarver conducted a study of an American “laboratory school on a major college campus”¹⁸¹ that decided to implement the Diploma Programme. Its experience reveals that those who were interviewed (former students, parents, teachers) perceived that there were a wide variety of benefits that the IB provides a school, both academically and socially, though there can be some drawbacks:

Students who chose to participate in IB did so to gain an advantage in the college admissions process, particularly at selective institutions and to better prepare themselves for college study. IB students see IB classes as providing a more conducive learning environment that broadens their horizons, increases their breadth and depth of knowledge, and improves their writing skills and their study habits. The program is perceived to be quite challenging, but not overwhelming...Effects on students’ social lives are perceived to be minimal. Friends had a positive influence on enrollment in IB, even more than parents and teachers. Wanting to be with friends, as well as drawing from friends for support, were reasons for choosing IB….With respect to their parents’ views of IB, there is a

¹⁸⁰ Hill and Saxton, op. cit., 51.
mixed perception, with about half supportive and about half having reservations about the program. Those who are supportive tend to be seeking an advanced learning experience for their children that will advantage them in the college admissions process. Those who express concerns about the program feel the students’ increased workload impacts negatively on family time and the students’ extracurricular activities, such as sports…. School faculty have a generally positive view of the IB program…They perceive IB as focusing more on global issues, requiring higher level thinking skills, applying learning, developing links between concepts, and covering a broader spectrum of topics. They view IB as requiring substantial preparation for teachers, but view their colleagues (both IB and non-IB teachers) as positive about the experience.\(^{182}\)

Culross and Tarver’s study offers guidance for various school stakeholders regarding how to best address the rigorous demands of the program by instituting open lines of clear and continuous communication with parents and students about the DP’s goals, expectations, and benefits, and to actively seek direct connections to tertiary institutions regarding the IB students and their secondary school programme.\(^ {183}\) The study also recognizes that there can be a division in a school, of both staff and students, between those in the DP and not, so there must be a conscious effort to recognize and integrate these communities.\(^ {184}\) Finally, they recommended that there should be an ongoing, external evaluation of the pros/cons of the IB on the school/district, including a rigorous review from a parent organization that could assure “parents and students that a high quality education is in place.”\(^ {185}\) This study could be important to examine in the BC context when doing a cost/benefit academic analysis of the IB.

Doherty and Shield,\(^ {186}\) and Dixon et al.\(^ {187}\) considered the impact of schools adopting the IB using Australian examples that specifically focus on how the IB impacts teachers’ curriculum

\(^{182}\) Ibid., 57.  
^{183}\) Ibid., 60.  
^{184}\) Ibid.  
^{185}\) Ibid., 60-61.  
design, particularly when those teachers have to deliver both the IB and the Australian curricula concurrently. These studies could be important to examine when comparing/contrasting how British Columbian teachers/administrators have also started to try to align teaching the IB and the new BC curriculum.

Some of the IB literature is now starting to focus on the continuum of the IB programmes, and whether they are fully in sync as the DP was instituted first in 1968, and then the MYP in 1994, followed by the Primary Years Programme (PYP) in 1997 and Career-related Programme (CP) in 2012.\textsuperscript{188} Bunnell’s 2011 MYP study summarized the continuum concept, …three [not yet four as the CP began in 2012] programmes … each of which is distinct, yet comprising a ‘whole’ (www.ibo.org). Within each, there is an emphasis on a ‘general education’, seen as ‘the development of powers of the mind or ways of thinking which can be applied to new situations’ (quoted in Peterson, 1972: 40).\textsuperscript{189}

Stephen Taylor noted the disconnect between the inquiry-based approaches of the PYP and MYP versus the “high-stakes terminal assessment of the DP,” and advocated ways for those who implement the DP to find a way to continue to use inquiry in their teaching practices.\textsuperscript{190} This study will be important to examine when examining how well the continuum is working in the BC schools that have all or parts of it.

The IB continuum creates continuity between the different programmes in several


\textsuperscript{188} “Programmes,” International Baccalaureate Organization, last modified 2016, [http://www.ibo.org/en/programmes/](http://www.ibo.org/en/programmes/). The Career-related programme began in 2012, and is only offered in a limited number of jurisdictions internationally. As of 2016 it was not offered in BC, though there have been discussions about it. Bob Poole, Interview, North Vancouver, BC., July 6, 2016.

\textsuperscript{189} Tristan Bunnell, “The International Baccalaureate Middle Years Programme after 30 Years...” op. cit., 261.

different ways, and one of them is the Learner Profile. Billig et al. did an interesting study on the implementation and impact of it in the US in five high schools, particularly regarding the consistency of interpretation of the meaning of the ten attributes (inquirers, knowledgeable, thinkers, communicators, principled, open-minded, caring, risk-taking, balanced, reflective). Interestingly, they found that the definition and interpretation was similar overall to how the IB defined them in 2013 save “risk-taking,” where it was more often defined as taking risks regarding interpreting evidence with multiple perspectives, than dealing with uncertainty by being resourceful. A key point was that there were few ways given from the schools regarding how to assess the attributes or how school policies addressed them directly. As the Learner Profile is one of the most significant components of the IB that differentiates it from other specialized curricular programming options, the findings of this study are valuable for those who are interested in examining how the IB can be implemented in different, even inconsistent ways despite its unifying purpose. Although an examination of how the Learner Profile is utilized in schools in BC could be a part of research for the factors that have led to the expansion of the IB in BC, it could be an interesting field of future research in and of itself.

One of the key challenges for the IB is that even though it is based on an “international mindedness” philosophy, and that schools have widely varying socio-economic differences, there is perhaps a move towards Western, neo-liberal ideas and teaching methodologies. Matthew Newton explored this in a research project at the University of Melbourne, particularly looking

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192 Ibid., 141.
193 Ibid., ii.
194 Ibid., 144.
at the Career-related Certificate (IBCC). He warned, “While the IBCC may represent a commendable effort to bridge the academic-vocational divide, it could also be indicative of a new trend of capitulation to a ‘human capital’ agenda rather than one of cultivating tolerance, international-mindedness and cosmopolitanism.” As the IB continues to expand in BC, this study could be instructive regarding analyzing whether new aspects of the IB such as the Career-related Programme truly coincide with the underlying tenets of it, and effect the expansion of the IB in BC.

The literature on the IB continues to grow concurrently with its international expansion. Within the last ten years there have been dozens of studies produced, particularly in faculties and schools of education around the world. There is a need for more studies as the IB expands in many different jurisdictions. The nature of the IB can shift to accommodate those differences, but there will be an ongoing tension between the drive for internal consistency (respecting standardization, credibility and reliability of achievement) and the pressure for diversity and accommodation. Thus, current and future research will have an important role in monitoring and analyzing those tensions during a period of expansion.

https://www.academia.edu/7400140/The_International_Baccalaureate_in_its_Fifth_Decade_Cosmopolitan_Ideals_Neoliberal_Reality.

Ibid., 43.
2.3 School Stakeholder Curriculum Choice

The literature regarding school stakeholder (student, parent, teacher, administration, school board) curriculum choice regarding the IB is an expanding field.

Taylor and Porath’s study\(^{197}\) examined a survey of IB graduates from public high schools in urban BC who reflected on their experiences in the IB as the schools they attended chose to offer the IB. Their study mentioned that the IB was one of the few educational options for gifted students (even though the DP was not specifically designed as a gifted programme).\(^{198}\) Despite the fact that their conclusions were in favor of the IB Diploma Programme option, they cited a study by Carolyn Callahan\(^ {199}\) who argued that the DP was perhaps not the best choice for all gifted high school students, and “cautioned parents and educators to consider the ‘effectiveness and appropriateness of [the IB DP] as compared to other curricula that have been developed or might be developed for secondary gifted students.’”\(^{200}\) They concluded that graduates found the IB to be quite challenging, but that they became better critical thinkers, were more internationally-minded, and that they were well-prepared for post-secondary life. They argued that a key reason that the DP was chosen as a graduation program was that it would help them “be admitted to the postsecondary institutions of their choice, and that they will be well prepared for postsecondary studies.”\(^{201}\) In their interviews, the IB alumni stated that they felt well

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\(^{198}\) Ibid., 150.


\(^{200}\) Ibid., 22. Cited in Taylor and Porath, op. cit., 150.

\(^{201}\) Taylor and Porath, op. cit., 150.
prepared for tertiary education, and what can come afterwards, “Of the respondents, 87.5% credited the IB Program for helping them to pursue their career goals thus far.”

Conley et al. produced a study that concurs with this. The intent of their three phase study was to look at the impact of the DP on “college readiness by examining the academic and non-academic preparation of students who participated in the DP in high school.” They collected data from two groups of students who were in at the University of Oregon, one group who had been in schools that had chosen to offer the IB and another who had not offered it to look at the impact of a school choosing to offer the IB to its students in contrast to schools that did not. They found that IB students were “better prepared for college on both academic and non-academic factors.” They found them to be better prepared to be able to adjust to the more rigorous expectations and work load, particularly regarding time management; they also knew how to best prepare for final, cumulative exam assessments.

Their findings corroborated the findings of another study by Coca et al. that looked at students who had graduated from Chicago public high schools from 2003-2007, comparing and contrasting those who went to schools that had chosen to offer the IB versus those that had not.

202 Ibid., 153.
204 Ibid., iv.
205 Ibid., 21.
206 Ibid. “This multimethod study sought to answer a complex question about student readiness. As in any study that delves deeply into an issue that has not been well studied, the study’s results should be interpreted with attention to several important limitations. First, the generalizability is limited by the study’s exclusive focus on IB students who attended the University of Oregon’s Robert D. Clark Honors College from 2005 to 2012. Second, the study should be viewed through the lens of case study research models and methods. Third, response rates to CampusReady restrict generalizability of the findings when viewed in isolation from other data sources contained in the study. Fourth, the study does not control for implementation variation of the IB Diploma Programme at the local high school level nor high school teacher effectiveness among IB and non-IB courses.” Ibid.
Coca et. al. found that the “supportive, tight-knit community of peers and teachers”\(^{208}\) helped them get through high school, defending the IB as the best curricular choice for those schools that had the option. They stated:

The stories these students tell of their own experiences in college defy what previous research suggests we should expect of them. They described college courses as an experience that they felt they were prepared – perhaps even over-prepared – for academically. They described their strong academic skills, especially related to analytical writing, and consistently cited academic behaviors and mindsets (e.g., work ethic, motivation, time management, and help-seeking) as sources of strength in the transition to college-level work. Although we are limited in making strong causal attributions by our data, IBDP students’ own attributions suggest how particular dimensions of their high school experiences may have shaped their preparation for college. The IBDP students whom we interviewed repeatedly described the rigor and workload of their courses, as well as the depth and quality of their relationships with teachers and peers, as key elements of their experiences in IB.\(^{209}\)

These findings held up given various controls for their data. For example, the researchers found,

The effects of the IBDP are dramatic. Not only are IBDP students more likely to attend a four-year college, as well as a more selective four-year college, but they are also more likely to persist for two years in a four-year college. These effects exist even when we control for selection by comparing IBDP students to similarly high-achieving students who did not enroll in IBDP.\(^{210}\)

These controls included taking into consideration the socio-economic background of those studied:

IB students in college describe a confidence in their academic ability rarely seen in studies of first-generation, low-income, racial/ethnic minority college students. Not only did they feel they could keep up with their more advantaged peers, they felt they could eclipse them. Indeed, the IB program in Chicago appears to have accomplished something very rare in urban education: it took economically and socially disadvantaged students and radically changed their long-term educational prospects by making them world-class learners with an arsenal of academic skills.\(^{211}\)

\(^{208}\) Ibid., 50.
\(^{209}\) Ibid.
\(^{210}\) Ibid., 25.
\(^{211}\) Ibid., 52.
However, the study also identified weaknesses with the IB as a curricular school choice. Particularly it focused on the fact that the IB has not influenced the “social capital gap” meaning that students were “missing critical information and support around important questions and tasks of college search, application, and choice;”\textsuperscript{212} though the study doesn’t say how or why that this would affect IB students more than non-IB students in the schools that were studied. The study also noted that a shocking 38\% of students who enrolled in the pre-DP Gr 9 programmes as part of an IB cohort had withdrawn from the cohort by Gr 11 thereby never starting the DP.\textsuperscript{213} The study’s authors recommended, “…if the IBO intends to expand IB programming in urban areas, there must be careful consideration paid to the experience of students who intend to enroll in the IBDP throughout all four years of high school.”\textsuperscript{214}

Catherine Doherty’s study analyzed the multifaceted appeal and impact of the expansion of the IB in Australia as more and more schools were choosing it as a curricular option, and it was being considered as a model for a proposed Australian Certificate of Education.\textsuperscript{215} It is a powerful piece, particularly regarding a summary of the main strengths and disadvantages of the literature that it had analyzed,

It is produced as both attractive and repellent: attractive in the ambitious sights it sets, and the promise of advantages to reap beyond graduation; repellent in the way it discourages certain types of students from choosing it, which in turn makes it a more attractive enclave to those it fits.\textsuperscript{216}

She concludes with an argument against adopting an externally developed international curriculum:

\small
\begin{itemize}
\item\textsuperscript{212} Ibid., 53.
\item\textsuperscript{213} Ibid., 54.
\item\textsuperscript{214} Ibid., 55.
\item\textsuperscript{216} Ibid., 13.
\end{itemize}

What gets lost in this public debate around ‘choice’ is the previous moral sensibility that argued curriculum should be developed locally to address local needs. Population mobility erodes this to some extent as localities become more permeable, fluid and entangled, however the import of an internationally designed and examined curriculum seems to be an over-reaction and an abrogation of the responsibility of a civil society to debate and design its own template for citizenship.217

This argues in favour of those who prefer state-developed educational programmes. This study will be useful to examine how the IB might have been used as a template for some such programmes, such as in British Columbia in its 2015/2016 Building Student Success curriculum redesign.

There are many reasons why various school stakeholders choose the IB for their schools. Even though there are drawbacks to the programme, the majority of studies indicate that the schools that had the opportunity to choose it were satisfied with the results in multifaceted ways. As the literature continues to grow regarding the relatively new field of IB and school stakeholder (student, parent, teacher, administration, school board) curriculum choice, there is likely to be more research that is done that is critical of the IB. My research hopes to contribute to the field by critically analyzing the impact of schools choosing the IB in BC.

2.4 The IB and Academic Achievement

The concept of “academic achievement” and its wider implications is an important aspect of the appeal of the IB. The IB has a reputation for being focused on high academic achievement due to its use of inquiry-based learning methodologies, which can produce more academically astute, critical thinking students, and for its academic rigor, particularly in the DP.

Regarding its encouragement of academic rigor, Justin Snider wrote a piece for Columbia
University’s Hechinger Institute that analyzed whether the IB and AP were “truly rigorous.”

He stated, “To many people, they are synonymous: ... rigor and IB.” but went on to argue that such claims had to be proven, and he went on to try to do so. He stated that universities have recognized that it is rigorous, and that “because admissions officers at selective colleges, faced with unprecedented numbers of applicants, began expecting serious students to have taken the most challenging courses available to them,” the numbers enrolled in the IB “skyrocketed” in the years right before his 2009 study. After analyzing various specific factors, he concludes that “well-taught…IB courses foster… ‘higher-order thinking and habits of mind’... If there is indeed rigor in American classrooms, it’s a safe bet you’ll see it in most…IB courses.”

Abrioux and Rutherford discussed how the IB has been connected with US public schools, as well as charter, and more frequently, magnet schools. They stated that the IB has not only encouraged academic achievement, but also social equality in the magnet schools that had the DP:

Through high schools, IB magnet schools and/or IB magnet programmes in public schools throughout the country, the IB may be credited with having made a modest but real contribution in some school districts towards desegregation, the inclusion of minorities, and a reduction of socio-economic difference.

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219 Ibid., 21.
220 Ibid.
221 Ibid.
222 Ibid., 23.
223 Charter schools receive public funding for a 3-5 year period, and they are responsible for meeting standards and objectives as set out in their specific charter (http://wwwuschargerschoolcenter.org/). This may involve addressing the unique needs of a community or a particular emphasis in curriculum and subject areas…They remain extremely diverse in their student population, in the nature of the focus for achievement, and in pedagogy, and several of them offer the DP, including schools which offer the diploma.” Abrioux and Rutherford, op. cit., 16.
224 “Magnet schools constitute another alternative to traditional public schools (http://www.magnet.edu/). These schools ‘draw’ a selected student population from a school district or county, for a course of study with a more broad focus, such as the arts, or science. Students have to meet entrance requirements (such as tests), and the vision of many magnet schools matches the IB mission since they bring together talented students from different ethnic or socio-economic backgrounds for challenging educational programmes.” Ibid.
225 Ibid., 16-17.
They also cited a *New York Times* article that stated that the Bill and Melinda Gates Foundation provided sizeable funding for low income and minority students to be enrolled in the DP, trying to encourage equity of enrollment in academically challenging programmes. Abrioux and Rutherford state that the DP is being adopted due to its “academic rigor and its values,” and for “its increasing challenge and opportunities for ‘average kids.’” They conclude citing Jay Mathews and Ian Hill’s 2005 book, *Supertest: How the International Baccalaureate Can Strengthen Our Schools*, “[introducing the DP was] a way to invigorate and revitalize public high schools that…were beginning to realize that they produced too many thinly educated graduates not ready for college.”

They discuss that the IB’s academic rigor is recognized by thousands of US colleges, and that DP students are offered scholarships and college credit to enter 2nd or 3rd year university if they excel in their courses. Abrioux and Rutherford address a frequently-expressed concern that the DP can be seen as being too difficult academically, for example stating that it has been a challenge for some schools to get students to undertake the compulsory study of a second language; however, they state that the IB has tried to deal with this issue by introducing *ab initio* languages.

Yuan and Le’s study of six national and international math and language exams (including DP exams) versus US state exams measured the extent to which deeper learning occurred, which was defined as “the mastery of core academic content, critical-thinking,

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226 Ibid., 17.
227 Ibid.
228 Ibid.
229 Ibid., 18.
230 Ibid., 17.
problem-solving, collaboration, communication, and ‘learn-how-to-learn’ skills.”\(^{232}\) It concluded that the DP exam had “greater cognitive demand”\(^{233}\) and was one of only two of the various standardized tests that they examined that attained the goal of achieving “deeper learning.” They expressed how difficult it is to develop such assessments overall\(^{234}\) so the IB was held in high regard.

The academic appeal of the DP is a component of Wendy J. Baker’s Masters in Education thesis on the IB in Ontario\(^ {235}\) that concurred with Taylor and Porath, citing the appeal of the IB as it helped students achieve higher test scores and improved their academic abilities.\(^ {236}\) Baker goes on to discuss the fact that increased test scores appeal to school stakeholders, not only regarding an enhanced academic reputation, but also due to increased funding as educational budgets are partially determined by the number of students enrolled in a school, and students tend to move to schools offering academically-challenging programmes like the DP.\(^ {237}\) A limitation of Baker’s research is its case study approach. She clearly laid out the weaknesses of her research design and how she tried to address it:

A limitation of this study is the assumption that one cannot generalize from a case study (Merriam, 1988). Indeed, this study is bounded by public schools in Ontario, and I do not intend to draw conclusions which can be generalized to other Canadian provinces. The IBDP is a “globally available product that can only be animated through the particularities of local school systems” (Doherty, 2013, p. 383). Therefore, it is the locality which gives the IBDP meaning. As such, the study is also limited by the selection of only one school from one school board; namely the TDSB. This may call into question whether the study can be generalized across Ontario. I have attempted to mitigate this limitation by including participants who have understandings of the IBDP across the

\(^{232}\) Ibid., iii.
\(^{233}\) Ibid., 39.
\(^{234}\) Ibid., 30, 40.
\(^{236}\) Ibid., 104.
\(^{237}\) Ibid., 105.
Regardless of the fact that Baker expressed concern that her findings may not be applicable outside of Ontario, her findings did concur with those that had already been noted in Tarc and Beatty’s paper on the DP in Ontario. They note in their abstract, “As with previous studies, most students are quite positive about the DP experience, particularly in terms of academic preparation for university.” Their findings state that the DP prepared students academically by instilling in them exemplary work habits, the curriculum encouraged critical thinking, and that the support that they received from those delivering the DP, both socially and academically, was essential to help them complete the stressful workload and get the Diploma.

These studies seem to concur with Daniel J. Brown’s 2004 study of the impact of the policy of “open enrollment” in BC, a piece that involves the themes of school choice and academic achievement. Brown states that one reason why students left their district catchment areas was to be able to attend the IB due to its academic appeal. He quoted one BC principal as stating, “Specialty programs such as the International Baccalaureate, … had attracted students away from his school.” Brown went on to state the attraction of schools offering academically challenging programmes like the IB, “…when a cross section of 52 parents in British Columbia was asked what they considered to be important when choosing schools for their children, their responses could be categorized as academic achievement, student care/discipline, and shared values.” Brown’s finding was corroborated by a contemporary newspaper article regarding

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238 Ibid., 64.
240 Ibid., 341.
241 Ibid., 361.
242 Brown, op. cit.
243 Ibid., 74.
244 Ibid., 22.
the expansion of the IB in a couple of jurisdictions in the Lower Mainland of Greater Vancouver.\textsuperscript{245} The academic appeal of the IB is supported in most literature that has been written on it.

Going beyond the academic strengths of the DP, does the PYP’s inquiry based approach lead to stronger student academic achievement? Lucy Haddock’s study\textsuperscript{246} examined this impact of the PYP by surveying public school teachers using the McGill Strategic Demands of Inquiry Questionnaire (MSDIQ) as well as the Florida Comprehensive Achievement Test 2.0 (FCAT 2.). The study concluded that participants believed (and saw through increased testing scores) that there was stronger student achievement with inquiry-based teaching, and that PYP teachers were more effective at delivering it than non-IB trained teachers as they felt that the professional development that the IB offered the teachers helped to make their programs stronger.\textsuperscript{247}

Does the MYP encourage stronger student academic achievement? Alexander Arsic’s MA thesis explored Self-Directed Learning (SDL) as demonstrated in five MYP English-language high schools in Montreal, and if it could lead to better learning environments, and, in turn, academic success.\textsuperscript{248} He found that it was, concluding, “I believe that learning activities that allow more learner control, such as the IB Personal Project, should be imitated and mandatory throughout formal public education. These learning/teaching strategies are readily available online and even within the schools, so it would be an easy adaptation for QEP [Quebec


\textsuperscript{247} Ibid., 104-105.

In contrast to Arsic’s study general learning and teaching strategies in the MYP and their impact on academic achievement, Conrad Hughes looked specifically at the new MYP external assessments. There have been discussions of whether the MYP’s assessment structure focuses too much on academic performance given the shift to the optional eAssessment. Hughes examined the concern regarding the shift to preparing students for externally moderated exams from previously being focused on competence performance. Hughes’ study looks at this through the lens of examining the role of feedback. It also analyzes the decision of the MYP to offer the eAssessment, which seems to philosophically contradict the inquiry-based nature of the MYP by offering an optional “high-stakes examination.” It recommends that the IB should not conform to the pressure of training students for performance-based assessments in the future, but that feedback in the MYP should still focus on competence-based learning.

If students are working towards narrow performance indicators such as those that naturally and inevitably arise from item-response examinations, this will surely encourage feedback on performance rather than feedback on competence, leading to discussions on how students should do, execute, perform, respond, and react rather than how they might engage, try, learn about learning, position themselves and choose.

This summarizes an important debate that is occurring in BC MYP and DP schools as well regarding how to best transition between the inquiry-based MYP and the examinations-focused DP.

249 Ibid., 72.
251 Ibid., 215.
252 Ibid.
One study did not necessarily agree that it was primarily the IB curriculum that was responsible for a student’s academic success. Donna Pendergast, Shelley Dole, and Damian Rentoule’s study examined student experiences in MYP and DP in an international school and found that it was primarily the teacher who was the determinant of the classroom experience, and therefore, of the student academic success.\(^{253}\) However, they point out that “…teachers who demonstrate evidence of discourse aligned to IB vision/philosophy are still vital to any potential change process as they are the keepers of good practice,”\(^{254}\) indicating that one can’t necessarily separate what the teacher is doing from the philosophy of how they are doing it, and in this case, utilizing the IB’s various programmes.

The implementation of an IB programme in public schools can create a two-tiered educational system. As argued in Paul R. Carr and Brad J. Porfilio’s study of Chicago Public Schools,\(^{255}\) they interpreted that implementation of the IB, amongst other superior academic programs, were mostly for the wealthy\(^{256}\) while the impoverished areas of the city suffered. However, in Anna R. Saavedra did a study on the academic impact of enrollment in DP schools, examining Chicago Public Schools (CPS)\(^{257}\) regarding academic achievement and the likelihood of graduating, and/or going on to a tertiary education. The findings were that being in the IB greatly increased student academic achievement, and therefore the likelihood of graduation and/or going on to college, so it was argued that providing IB programmes in public schools was


\(^{254}\) Ibid., 23.


\(^{256}\) Ibid., 8.

a good investment. One of the key questions of my study is what are the challenges associated with implementing the IB, and part of that is whether the IB is truly beneficial after a cost-benefit analysis is conducted by a school and/or district, and this was examined in this study. The conclusions based on her calculations seemed to be conclusive about the post-high school benefits of being in the academically-challenging IB, “…my results suggest that the net present value of lifetime earnings induced by IB Diploma Program enrollment is approximately $34,020 ($162,000\times0.21), which amounts to a benefit-cost ratio of approximately 78 to 1 \([($34,020/($217\text{two years of IB enrollment})])\).\footnote{Ibid., 28-29. Here are some more specific findings from her calculations: “In 2010, the average cost-per-student for implementing the IB Diploma Program and related preparation courses in CPS high schools, and for permitting eligible students to take IB Diploma examinations, was approximately $217 ($650,000/3,000).}

Another study at John Hopkins Institute for Education Policy in 2015 praised Saavedra’s study’s results, and added that there were positive effects whether or not a student received the full IB Diploma.\footnote{David Steiner and Ashley Berner, "Chicago’s Use of the International Baccalaureate: An Education Success Story That Didn’t Travel," \textit{Johns Hopkins School for Education Institute for Education Policy}, October 14, 2015, http://education.jhu.edu/archives-SL/edpolicy/commentary/Int_Bacc.} CPS now has more IB programmes than any other district in the US. An important point was made in the study calling for further examination of the difference in academic achievement between selective and non-selective elementary and middle schools,
What remains to be seen, however, is whether the non-selective IB elementary and middle schools that are now in place in Chicago’s most disadvantaged neighborhoods change the academic trajectories of the students who enter them, and whether this model proves sufficiently compelling for other districts to take notice.²⁶⁰

The issue of being a selective versus non-selective IB school, and the impact that being either of them has on academic achievement, could be important to examine in the BC context.

2.5 Conclusion

As the IB is “young” in the field of curriculum studies, there is relatively little literature on it; however, what can be found regarding the concepts of the International Baccalaureate program, school stakeholder curricular choice, and academic achievement has provided my study with evidence from a variety of perspectives, from the BC context and abroad.

My research will add to the literature on the International Baccalaureate. For the most part, my own conclusions regarding the factors for the establishment and expansion of the IB in BC are in agreement with those I have analyzed regarding the aspects of the IB that many of the studies have found to be appealing, such as its philosophy and specific programme components. My own conclusions are also in agreement with some of the challenges presented in the studies, particularly regarding how to measure the effectiveness of the IB continuum (particularly as this is a relatively new concept in BC and there are so few schools that offer it), and that there could be a difficulty in effectively offering new programmes like CP.

My research will add to the literature on school stakeholder (student, parent, teacher, administration, school board) curriculum choice as it examines the IB’s academic, philosophical,

²⁶⁰ Ibid.
and social benefits, and why schools around BC have been choosing to implement the IB. My research also agrees with some of the studies regarding the challenges some schools face when implementing the IB curricula, including why some schools have dropped it, with the costliness of the IB programmes being a key factor.

My research will add to the literature on academic achievement: there is a consensus that the IB’s reputation for achievement is a key factor in the growth of the programme. My study will examine how this has played out in BC schools. There is also consensus of concern that the programme is perhaps too rigorous, and that it can cause academic “dual track” streaming in the schools that offer non-IB options. However, it is clear that the IB’s rigorous, externally moderated, cyclically-reviewed, and therefore accountable academic programmes are a factor in the IB’s expansion around the world, in North America, as well as in BC.
Chapter 3 Methodology

3.1 Introduction

This chapter reviews the methodological approach for this research. This is a qualitative historical context case study, in which the “case” is the IB in BC. The hope is that a study of the development of the IB in BC will yield insights for the study of its development in other jurisdictions.

This study utilizes Denzin and Lincoln’s qualitative research definitional description:

Qualitative research involves the studied use and collection of a variety of empirical materials—case study; personal experience; introspection; life story; interview; artifacts; cultural texts and productions; observational, historical, interactional, and visual texts—that describe routine and problematic moments and meanings in individuals’ lives. Accordingly, qualitative researchers deploy a wide range of interconnected interpretive practices…it is understood, however, that each practice makes the world visible in a different way. Hence there is frequently a commitment to using more than one interpretive practice in any study.\(^{261}\)

3.2 Research Design

The research topic is an historical context case study of the IB in BC. The case study design has been defined in various ways.\(^{262}\) However, this case study doesn’t fit any of their definitions. This study has an historical case, the IB in BC from 1974-2016, which is going to be


examined through documents and interviews, in the context of international IB policies and experience, as well as the BC educational environment.

The “historical context” design can be defined as per Schensul:

Context refers to the external characteristics of the situation to be studied that are situated outside the individual, group, or even institution or community that are the focus of interest. Historical context refers to past conditions, which influence the present… The historical context refers to political, social, environmental, and cultural decisions or events occurring over time that can be described and linked to the situation under study.…

This study will examine these historical context factors with regard to the IB internationally, and the BC school environment (including BC Ministry of Education policy, population demographics, and local school configurations). The bound time period is “1974-2016” as 1974 was the date that the first IB school in BC was established, and 2016 was chosen because the International Baccalaureate Organization provided registration data on BC schools through October of that year.

An historical context case study design is the ideal approach to answer my major research question, “What were the factors that influenced the establishment and expansion of the International Baccalaureate (IB) in British Columbia from 1974-2016?” as British Columbia’s IB historical experience can be seen as an instructive model regarding how the IB can evolve and expand in other jurisdictions.

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3.3 Data Collection

This study analyzed a wide variety of primary and secondary sources that contain both quantitative and qualitative data. The data that I used can be grouped into documents and interviews.

3.3.1 Document selection

I accessed both publicly available and privately requested\textsuperscript{265} documents. Examples of the types of documents used include enrollment data for BC IB schools, IB data tables, a transcript of a UBC presentation to a secondary school on the IB programme and university admissions, BC Ministry of Education Annual Reports, BC legislative Acts regarding education, BC school board memoranda, minutes from UBC Senate meetings, books on the IB from experts in the field, newspaper articles, published academic studies, school and district websites, and theses and dissertations on similar topics. The evidence obtained from each of these documents was synthesized and integrated into creating the argument regarding the various factors that have led to the establishment and expansion of the IB in BC.

3.3.2 Participant Interviews

This study tried to include as many IB educators who have played a significant role in the development of the IB in BC as possible. Those who participated were part of the first group of educators who implemented the IB in BC (whose contact information I was able to locate), and those who have played a significant role in the development of policy in as many schools as

\textsuperscript{265} The privately requested documents are specific statistical documents that I requested from the International Baccalaureate Organization regarding BC IB enrolment. They are available to anyone who requests them. They have requested that the names of the “candidate” and “interested” schools remain anonymous.
possible. At least one school in every district that has an IB programme and many of the
independent schools were contacted to determine if they were interested in participating. Some
of my queries were not answered. More evidence from schools on Vancouver Island and from
the interior of BC, as well as more independent schools, would have provided additional
geographic and socio-economic balance; that could be something that future research can
examine. However, I do not believe that if I had chosen a different sample that the answers to
the research question would have been significantly different as I was able to attain a wide array
of opinions regarding the topics analyzed.

3.3.2.1 Participant Sample

My primary source interview evidence included 24 qualitative semi-structured audio-
recorded interviews of BC professionals with knowledge of the IB. I sought out educators with
a range of experience, purposefully including those with a diversity of expertise, longevity of
involvement, centrality in district or provincial decision-making, and high rank in school
hierarchies. The interviewees can be categorized as former/current IB teachers, administrators,
and consultants. The teachers were able to offer practical insights about the reality of how the IB
is implemented. The administrators were able to share their perspective on aspects of
programme implementation that teachers were aware of, as well as aspects that they did not
know e.g. school and district budget issues, and district/provincial curricula issues. The IB
consultants had the broadest perspective on the programme as they were able to compare and
contrast many programmes across the province, as well as provide comparisons to programmes
outside BC.
3.3.2.2 Participant Recruitment

When I began my investigations into the topic, I received data from the International Baccalaureate Organization’s head office in Bethesda, MA that stated many particulars about the schools in BC that offered the IB through July 2015.\textsuperscript{266} I also requested and received updated information from the IBO through October 2016.\textsuperscript{267} From this I looked up the school websites online and sent email queries to various school and school district IB Coordinators and administrators. I tried to choose a variety of schools demographically: although the vast majority of IB schools are in Greater Vancouver, I also reached out to schools in the BC Interior as well as on Vancouver Island. As I was working with people in the IB as a graduate student at UBC, I was also given the names of people to contact who have been involved with the IB organization in BC, have been or are administrators in various IB programmes across the province, or have spoken in the media as an authority on the IB programme, so I also contacted them by email. My initial contact letter included an explanation of the details of my study.\textsuperscript{268}

The interviewees were chosen because they could provide me with evidence and data to help me answer my question on the basis of their roles in the establishment, development and growth of the IB, in BC and abroad. I sought out interviews with educators in IB schools from varied socio-economic backgrounds as I have a list of all of the IB schools in BC. As I initially had 17 interviewees from various schools from across the province, I had not intended to use the “snowball” or “chain referral” sampling technique as described by Biernacki and Waldorf,

The method yields a study sample through referrals made among people who share or know of others who possess some characteristics that are of research

\textsuperscript{266} “BC Schools IB Statistics as of July 2015,” op. cit.
\textsuperscript{267} “BC Schools IB Statistics as of October 2016,” op. cit.
\textsuperscript{268} For the Initial Contact Letter please see Appendix 4.
interest. The method is well suited for a number of research purposes [that]…require the knowledge of insiders to locate people for the study.\textsuperscript{269}

However, in the process of conducting my interviews I was encouraged by some of the interviewees to contact some other IB educators who I had not previously considered, so I did end up supplementing my initial contact list using the snowball sampling technique.

I subsequently received responses from most of the people I had sent queries to, and I set up appointments to interview them, either in person or on the phone. The list of interviewees who participated in this study can be found in the Appendix.\textsuperscript{270} As a part of that appointment confirmation, I sent them a Consent Form, which they signed and gave to me.\textsuperscript{271}

\textbf{3.3.2.3 Participant Interview Process.}

The interview protocol and questions for this study were as follows. In a semi-structured format, I asked the participants the same opening question, and then followed up with several other questions.\textsuperscript{272} I audio recorded the interviews as well as took notes so I was able to signpost/time and mark key points made in the interview. As well, I wrote down important points that led to follow up questions. I transcribed the interviews, and verified with the interviewees, through sending them their transcripts, that the information was accurate. Most interviewees made brief revisions so that the transcript accurately reflected their positions. Finally, they all signed a Final Consent Form to give me permission to use their transcript.\textsuperscript{273}


\textsuperscript{270} For the list of interviewees please see Appendix 5.

\textsuperscript{271} For the Consent Form please see Appendix 6.

\textsuperscript{272} For interview questions see Appendix 7.

\textsuperscript{273} For the Final Consent Form please see Appendix 8.
I have kept and will keep the records confidential. The recordings and transcripts have been securely stored. I did not directly name any of those whom I quoted in my paper, except those who gave explicit permission for me to do so; instead, I referenced them in the text regarding their position e.g. administrator, cited them in the footnotes with an anonymous interview number, and provided a list of names of all of those I interviewed in the Appendix, thereby ensuring that individual identities were protected.

I knew the interviewee’s name, occupation, and school that they work at/worked for. All of the people I interviewed are or have been educators involved with the IB, though some have since gone on to work at university, as educational consultants, or have retired. They were aware that I am completing my MA on the topic of the factors that influenced the establishment and expansion of the IB in British Columbia from 1974-2016.

3.4 Analysis of the Data

The evidence that was obtained from the sources is explored in Chapters 4, 5, and 6. Chapter 4 analyzes some of the reasons for the initial establishment of the IB in BC. Chapter 5 was organized into “factor/reason” sections as per Schensul\(^{274}\) that answered the research questions: impact of the Global Education movement, philosophical, pedagogical, legislative, economic, tertiary education, and alumni reflection/programme reputation. These analytical factor topics are also often used when organizing a history essay in the MYP and DP, so this is why I gravitated to this organizational structure as I gathered my evidence. Chapter 6 analyzes how the BC Ministry of Education curriculum changes that began in 2015 have affected and could affect the expansion of the IB in BC by analyzing specific components of the BCEd Plan. I

\(^{274}\) Jean J. Schensul, op. cit., 392.
clustered the interview data and documents both in terms of the factors that have been stated and chronologically, and how the two were integrated emerged in my research process.

I had initially thought that a possible periodization of the data would be: 1. the first 12 high schools that established the IB from 1974-1990; 2. From 1990-2002 only 3 more high schools adopted it (I would try to examine why the expansion was so slow); 3. In 2003/2004 the first PYP (Primary Years Programme) and MYP (Middle Years Programmes) were established; 4. In a very short period of time from 2003-2006 the number of K-12 schools and programmes offering the IB expanded; 5. the BC “IB boom” began in 2007 as the number of IB authorized schools and programmes went from 16 schools/18 programmes to 45 schools/62 programmes (with an additional 10 candidate schools with 11 programmes, and 18 “interested” schools with 19 programmes as of July 2016. This periodization was still valid and was used for my overview of the IB’s establishment in BC in Chapter Four save that I chose to overview and define all of the IB programmes that were established in the 20th century as BC IB “pioneer” schools. In my Findings chapter the evidence was first organized in analytical sections and subsections, and within each of those I followed a chronological approach. This organization was utilized as it created a clearer explanatory framework.

This study attempted to be reliable by looking at a wide variety of types of data and perspectives. However, due to the nature of this Masters level research, and the restrictions on my time as a full time graduate student and teacher, the number of people who I was able to

There can be multiple IB programmes at one school. See Appendices 1 and 2. "BC Schools IB Statistics as of October 2016," op. cit.
Schools in the process of the IB authorization process.
A school has expressed “interest” in the IB but has “not yet started the authorization process.”
See Appendix 2. "BC Schools IB Statistics as of October 2016," op. cit. These statistics do not include the five schools that stopped being authorized by the IB as of July 2016.
interview was limited. Future studies are encouraged to take into account a wider number of socio-economic, and geographic perspectives.

The trustworthiness and credibility of this study is based upon using established qualitative research methods for historical context case studies. Audio recorded interviews and interviewee-approved transcripts were used in order for this study to be credible. As this research was conducted using commonly used methods and established methodologies, it can claim to be credible. This study went through a rigorous process of review by my supervisory committee.

There can be a question of how transferable the results of this study are to other contexts. Shenton stated that it can be difficult to transfer qualitative results due to the specific context of the interviewees in the research, “…after perusing the description within the research report of the context in which the work was undertaken, readers must determine how far they can be confident in transferring to other situations the results and conclusions presented.” As with all qualitative research, attempts to transfer conclusions from this case study to other situations should be done with attention to differing contextual factors, and always with caution.

3.5 Ethical Considerations

An extensive ethics review process was undertaken for this thesis. Those I interviewed signed consent forms in order for me to be able to use the evidence that they provided. The data they provided was secured. Those I interviewed provided evidence that is credible as they have ongoing reputations as having expertise in the IB field.

I tried to alleviate some ethical issues regarding being candid in my findings by not interviewing anyone who could be in a position to influence my opinion e.g. as my employer. I also tried to be careful in the interviews to not ask leading follow up questions. Kvale notes that research can be skewed in favor of the presuppositions of the researcher.\textsuperscript{281} In my situation, however, I purposefully gathered data from a wide variety of perspectives, both in the documents I examined and the evidence that was presented by the interviewees, to try to avoid presenting one viewpoint on the factors for the establishment and expansion of the IB in BC.

3.6 Strengths and Limitations of the Research Design

An historical case study approach has a strength of being able to reveal the continuity and change that can occur over time, examining how decisions made in the past effect more recent and contemporary policy decisions. The methods utilized in this study were comprehensive, and the data collection was widely varied so as to, according to Merriam (1998), triangulate the data regarding validity and reliability.\textsuperscript{282} My credibility as a researcher trained as a historian is also a strength as I tried to look at the IB objectively utilizing a wide variety of evidence. I came to this study with over 20 years of IB experience (see Chapter 1), as a participant who is both a proponent and critic of the IB.

One limitation of this study is that some of those who were interviewed were reflecting on their experience with the IB, and some of those memories were from several decades earlier. Consequently, all of the interview quotations should be read with this caution in mind.


\textsuperscript{282} Merriam, op. cit.
Another limitation of this study is that one cannot necessarily generalize the findings from this study to other jurisdictions as it draws on evidence that is specific to British Columbia. However, there are some factors that do have universal resonance, such as the fact that the high fees that the IB charges to run the programmes can make it cost-prohibitive. Another limitation was that some of the evidence from the interviewees relied on their recollection of events, and these are innately subjective. As well, if the recollection is several decades after the fact, issues regarding the accuracy of memory can be a factor; consequently, I tried to corroborate all of the evidence I utilized with reliable sources. A final limitation was that the final selection of interviewees depended upon their availability in a busy time of the school year, and so, as with most interview research, was not entirely under the control of the researcher.

3.7 Conclusion

This chapter overviewed the methodological approach that I took with this research. It has explained and justified my historical context case study approach, as well as outlined the nature of the data collection and how that evidence was utilized including ethical considerations. It ended by reflecting on the strengths and limitations of the methodology for this specific study. The following chapter will present an overview of the establishment of the IB in BC.
Chapter 4 The Establishment of the IB in British Columbia

4.1 Introduction

This chapter gives an overview of the establishment of the IB in BC. First, it overviews the progressive educational philosophy that was appealing in many BC schools in the 1970s, and then looks at how Dave Barrett’s NDP government made changes that ended up resulting in teachers being able to explore various curricular options, including the IB. Second, it gives a brief history of the “pioneer” IB World Schools in BC at the end of the 20th century, and the districts that hosted those schools. Finally, it looks at the IB continuum, and how and why it came to be established in BC. This chapter answers the research questions/sub-questions: what were the factors that influenced the establishment of the IB in BC, and why did school stakeholders (teachers, administrators, parents, universities) start to advocate for the adoption of the IB in their schools? It starts to examine the philosophical, socio-political, and economic changes that occurred over time, but these will be analyzed in more detail in Chapter 5.


Elements of progressive education re-appeared in Canadian education in the 1960s and 70s: this was known as the “neo-progressve” era. Some elements of the neo-progressive era synced with the IB’s philosophy regarding its student and teacher centered, inquiry based programming, and were perhaps part of the inspiration for BC educators to try to adopt the IB in their schools in the late 1970s/early 1980s.
In 2008 educational historian George S. Tomkins defined the onset of the neo-progressive era in Canada:

By the late 1960s, subject-centered and vocationally oriented curriculum reforms were being superseded by a neo-progressive child-centred and teacher-centred thrust that reflected a new era of decentralization…. It was in Ontario, in Living and Learning, better known as the Hall-Dennis Report …[where] neo-progressivism came to be epitomized…. The progressive stance…was summed up in a preamble entitled “the truth shall make you free.”

There isn’t one definition for “progressive” education. As described by Deborah Gorham:

As historian William J. Reese comments, “Historians of progressivism encounter a mansion with many rooms, often awkwardly inhabited by individuals with diverse philosophical, political, and ideological perspectives.” Indeed, it is easier to define what progressive educators opposed than what they supported. Twentieth century educational reformers themselves generally avoid the term “progressive” in favour of others, including “new,” “free,” “child-centred,” and “alternative,” but all those inhabiting the progressive “mansion” universally condemned traditional learning by rote. They were committed to transforming school classrooms from stark spaces inhabited by quiet rows of children whose obedience was often enforced by the threat of corporal punishment to places where children were free to move about and to “learn by doing.”

The IB’s inquiry-based approach can be seen to be in sync with the philosophy of the progressive and neo-progressive movement. The IB identifies itself as a “progressive” curriculum, stating that by the 1960s the founders of the IB saw that the traditional educational approach should be replaced with a progressive one:

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The IB specifically cites four educators for their influence on the creation of their curriculum: John Dewey’s “tapping into students’ natural curiosity,” A. S Neill’s focus on “students developing in an environment free of constraints,” Jean Piaget’s insight that “academic intelligence develops in children through a cognitive cycle,” and Jerome Bruner who advocated that “learning by doing and self-discovery of information makes students better problem solvers.”\(^{287}\) As stated by Kevin House, a University of Bath graduate student who has critically analyzed the IB, the IB is “a values-based curriculum and assessment provider whose reputation is rooted in the progressive educationalist tradition…”\(^{288}\) House quoted James Cambridge, the former Head of Research Projects with the International Baccalaureate Research Unit and a Visiting Research Fellow at the University of Bath,\(^ {289}\) who stated that the Diploma Programme (DP) has progressive elements, “…the CAS programme and the Learner Profile represent efforts

\(^{286}\) Ibid.

\(^{287}\) Ibid.


to educate for ‘character.’”290 Kimberley Daly et. al.’s study291 of the MYP cited Dowden’s 2007 study292 when discussing the IB’s philosophical connection to progressivism and neo-progressivism:

Dewey (1936) and other American progressives such as Hopkins (1941, 1954), Dressel (1958), along with Neo-Progressives such as Lounsbury and Vars (1978) and Beane (1997), all emphasized that the subject matter of the curriculum should be both personally meaningful to the learner and be of substantive value to society.293

In British Columbia in the 1960s-70s, some schools adopted elements of an approach that focused on being child-centered, “Outside Ontario, neo-progressivism was most strongly evident in western Canada. The British Columbia Teachers’ Federation produced its own report, *Involvement—The Key to Better Schools*, which reflected the same progressive spirit as *Living and Learning.*”294

In the early 1970s a newly elected BC provincial government was interested in implementing some neo-progressive educational reforms. From September 1972 until December 1975, the New Democratic Party (NDP) Premier, Dave Barrett, the so-called “Allende of the North,”295 broke with many of the policies of the previous 20 years of conservative Social Credit governance, and introduced what BC education critic Crawford Killian described as “legislation

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294 Gorham, op. cit., 278.
by thunderbolt,” introducing 367 bills that were mostly socialistic in nature, including some educational bills that can be considered to be neo-progressive. He notably established the Resource Board that integrated Health, Education and Social Services, and eliminated corporal punishment in schools, which allowed for more socio-emotional support for students inside and outside the classroom. He also created the Nis’ga School Board, which led to the beginning of the implementation of neo-progressive ideals in their community to help them “to think critically about events and institutions.” Barrett put more funding into education: the BC education budget increased from $486,651,658 in the 1973/74 budget to $754,200,000 in the 1975/76 budget. UBC Professor Philip Resnick noted that BC school boards were given more autonomy with how they could spend their funds. Such funding increases allowed for school boards to allocate more money for such budgetary line items as professional development, which

297 Ball, op. cit.
299 Carol Pickup comment in Ball, op. cit.
304 Ibid., 10. Note: Resnick also says that the BC Ministry of Education also could be seen as having “reactionary” tendencies in this period: “But ideologically, education continued to be at the service of capitalism, and the Department of Education could even brag about its success in securing such monuments to reactionary thought as Kenneth Clark's "Civilization" series for the classrooms.” Ibid 17.
305 Ibid., 17.
allowed teachers to investigate new teaching ideas, including implementing new programmes like the IB.

The neo-progressive educational movement began to end in some BC schools in the late 1970s, coinciding with the conservative Social Credit party’s return to power. There was a return to focusing on more traditional methods. As stated by J. Donald Wilson:

Towards the end of 1976 an article on education in British Columbia appearing in the *Vancouver Sun* suggested: “The political kudos all lie in a return to the Three R’s” (21) … [In the late 1970s] Retrenchment became the order of the day…The excitement of the late sixties was replaced by an atmosphere of disillusionment (33) …. Clearly schools have not delivered on the promises of the sixties…”Back to the basics” has become a genuine *cri de coeur* for many parents.  

However, this retrenchment did not take place in all BC schools, particularly those that had started to explore implementing the IB Diploma Programme (DP). The DP focused on academic rigor, which was being called for by those who wanted a “Back to the Basics” approach. Interestingly, the DP delivered an academically challenging curricula using a progressive, inquiry-based approach.

4.3 The Establishment of the IB in BC: the 20th Century “Pioneer” Schools

The end of the 20th century can be considered to be the IB World School “pioneer” period in BC. From 1974-1996, 14 schools (12 public, 2 independent) investigated and then chose to implement the IB programme in their schools. Of those initial 14 schools, four eventually

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dropped it,\textsuperscript{307} and one of them transferred the authorization between schools.\textsuperscript{308} But the rest of the initial schools continued to build their programmes, and played an influential role in the eventual establishment of the 45 IB World schools, additional six candidate schools, and 13 interested schools as of July 2016.\textsuperscript{309}

During the height of the neo-progressive era in BC, the first Canadian IB programme was established: Lester B. Pearson United World College (UWC) of the Pacific near Victoria, the capital of the province. However, as a part of the United World College movement, it was not under the jurisdiction of the BC Ministry of Education (like other schools in the province), but of the BC Ministry of Advanced Education (colleges and universities). Regardless, its IB programme inspired the establishment of others in BC. The UWC system was founded in 1962 with a unique mission, “UWC makes education a force to unite people, nations and cultures for peace and a sustainable future.”\textsuperscript{310} Lester B. Pearson College of the Pacific was only the second UWC school in the world (as of 2016 there were 16).\textsuperscript{311} All UWC schools teach the IB Diploma Programme (DP).\textsuperscript{312} Former Canadian Prime Minister Lester B. Pearson personally helped to establish the school after his visit to the UWC College of the Atlantic in Wales in 1969. He said:

Students will be welcomed without regard to race, religion or politics and we intend to establish scholarships so that the students who attend the College will be

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\textsuperscript{308} Hillside Secondary School in West Vancouver transferred its authorization to West Vancouver Secondary School when the former became a Middle School, and the latter a Senior Secondary School in 1988. Ibid.
\textsuperscript{309} Ibid.
\end{flushleft}
from all levels of society and will be genuine representatives of their own peoples. This system … could become a revolutionary force in international education.313

He was the Honorary Chairman of a committee to create the College of the Pacific, but died in 1972 before his vision was realized; soon after his death, the decision was taken that the college would be named after him in memoriam “Lester B Pearson College of the Pacific.” The school opened in September 1974 to 100 students, and as of 2016 it accepted up to 200 students each year.314 Even though it is mostly separate from the BC educational system (there is some provincial support, but no grant money315), it has been granted external credential status by the BC Ministry of Education.316 Tony Macoun, Director and Head of College at Pearson from 1986-1993, on the founding Board of the International Baccalaureate North America (IBNA) organization and its President for two years, and as of the 2016-17 school year was the Chairman of the Board at Pearson College, stated the impact that the first IB World Schools had on the establishment and expansion of the IB, in BC and abroad:

[I want to] celebrate the role of independent schools. UNIS [United Nations International School in New York City, authorized as an IB World School in 1971], Washington IS [Washington International School in Washington DC, authorized in 1977], Pearson College [in Victoria, authorized 1974], and Ashbury College [in Ottawa, authorized 1975] were the first IB Diploma schools in the USA and Canada… The first Public High School in North America was Francis Lewis in NYC [which joined in 1978]317 and Sir Winston Churchill High School in Calgary in 1979. Without the freedom to experiment and take risks enjoyed by the independent sector, the story of the start and spread of the IB in North

314 Ibid.
America would have been very different. Only when the ground work had been done for recognition of the IB by both education authorities and post-secondary institutions did Public Schools join and participate. But that is what pioneering is all about!318

The first BC public school to offer the IB was R.E. Mountain in Langley, a municipality located 46 km southeast of Vancouver. As of the 2016/17 school year, the Langley School District had 21,586 students319 with approximately 200 of them being IB students.320 As indicated by its IB World School number (#148), it was also amongst the first IB World Schools to be accredited internationally when it adopted the DP in October 1979.321 The candidacy and authorization process can take years, so the idea for establishing the IB had its roots during the neo-progressive era in BC. R.E. Mountain offered and continues to offer the IB in addition to the regular BC Graduation (Dogwood) diploma program. As of 2016 it was the only IB school in Langley, and its Diploma Programme draws students from all over the district because of it.322 As of 2015 the school was over capacity: it was built for 750 students, but had 1200 students.323 The school board had set a maximum IB cohort number of 90 students, but due to having so many applications for the programme, that number expanded to 100 for the Year 1 cohort for the 2016/17 school year.324 Unlike some other school districts in the province, Langley’s school board has not allowed students to come from other districts as enrolment in the district has increased rapidly since 2008.325 There is pressure on Langley to accept students from other

320 Cora Pickering, interview by Shannon Leggett, Vancouver, BC., July 9, 2016. This is an approximate number as not all students who register to take the DP in Year 1 of the programme end up writing their exams in May of Year 2.
322 Pickering, interview, op. cit.
323 Ibid.
324 Ibid. In the DP, Year 1 is the 1st year of the programme, and Year 2 is the 2nd year. In BC, Year 1 is synonymous with Grade 11, and Year 2 with Grade 12.
325 “Student Enrolment (2016/17) School District No. 35 (Langley),” op. cit.
school districts, such as the one to its west, Surrey. As of 2016/17, Surrey was BC’s largest school district with 71 838 students,\textsuperscript{326} and its rapid expansion over the previous 15 years\textsuperscript{327} has caused it to go beyond its educational infrastructure capacity.\textsuperscript{328} However, due to the fact that Langley will not allow students from outside its district to attend its schools: if a Surrey student wants to take the IB and lives on the eastern border of Surrey, instead of commuting a kilometre/5-10 minutes to R.E. Mountain, they have to commute 20 km/45 minutes southwest through traffic to Semiamhoo’s IB programme in White Rock, south Surrey. Due to the high cost of housing and living in Greater Vancouver, some families have purchased properties out in Langley, and some of them have specifically chosen homes in R.E. Mountain’s catchment to guarantee that their children can get an IB education, which has contributed to the school being overcapacity.\textsuperscript{329} Due to this situation, it was announced in the fall of 2016 that the school will be moving into a new, larger facility,\textsuperscript{330} which could lead to an expansion of the IB cohort at their school. A concern, noted in the Langley Special Education Inquiry Report in 2008, is that one perception of the programme is that it is potentially exclusive: “There is an international baccalaureate program at R.E. Mountain Secondary School. Although not specifically designed for gifted students, the program is generally oriented toward those who are academically talented.”\textsuperscript{331} To get into the DP, students have to write an entrance exam to their “Pre-IB 9” and

\begin{footnotesize}
\begin{enumerate}
\item [327] Ibid.
\item [328] Crawford Killian, "BC's Biggest School District Faces Cuts as Enrolment Grows," \textit{The Tyee}, \url{https://thetyee.ca/News/2010/05/12/SurreySchoolsFaceCuts/}.
\item [329] Pickering, interview, op. cit.
\item [330] “New High School Announced for Willoughby,” FLRE Home, last modified September 19, 2016, \url{http://flre.ca/new-high-school-announced-for-willoughby/}.
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“Pre-IB 10” programmes\textsuperscript{332} where there are 80 spots available in each.\textsuperscript{333} The number of spots for the DP is limited by the Langley School Board as it contributes to the funding of the programme for each student, though students do pay some fees.\textsuperscript{334} The IB programme at R.E. Mountain is so popular that there are discussions of offering other IB programmes at different sites.\textsuperscript{335}

Shortly after R.E. Mountain became an IB World School, Semiahmoo Secondary School in White Rock, south Surrey, was authorized in June 1980.\textsuperscript{336} Semiahmoo and Surrey School District held a special 35\textsuperscript{th} anniversary event to commemorate the school and district’s history with the IB in October 2015. One of the Surrey School Trustees, an IB alumni himself, spoke at the event:

On December 15\textsuperscript{th}… I attended the IB 35th anniversary at Semiahmoo Secondary, where I was pleased to speak as an alumni of the program from back in the first few years of the program. It was great to see some of the hard-working teachers that make the program what it is.\textsuperscript{337}

As of the 2015/16 school year, Semiahmoo had the 2\textsuperscript{nd} largest DP enrolment in the province with 168 students registered as candidates.\textsuperscript{338} Due to the popularity of the school’s IB philosophy,

\textsuperscript{332} "Pre IB 9 Entrance Exam at Mountain," Programs: R.E. Mountain, last modified July 2016, https://remss.sd35.bc.ca/event/pre-ib-9-entrance-exam-at-mountain/.
\textsuperscript{334} Ibid.
\textsuperscript{335} In July 2017 Fraser Valley Elementary School became a PYP IB World School. As Jenna Gibson, an administrator at the school posted, “We are so proud to be offering this type of quality educational experience to our community.” Jenna Gibson, "An IB World School: Fraser Valley Elementary School," Fraser Valley Elementary (blog), entry posted July 6, 2017, http://fves.bc.ca/an-ib-world-school/.
\textsuperscript{338} "BC Schools IB Statistics as of July 2015," op. cit.
and the fact that enrollment continues to increase in Surrey\textsuperscript{339} and neighbouring districts Langley\textsuperscript{340} and Abbotsford,\textsuperscript{341} as of the fall of 2016 Surrey School District was in the authorization process for a second IB programme, the MYP, to be offered at Johnston Heights Secondary School (it began the authorization process in 2013, and in 2015/16 it offered the programme to Grades 8-10 while in that process).\textsuperscript{342} Students will have the opportunity to complete the MYP and transfer to Semiamhoo and take the DP, or complete the MYP and continue with the BC Dogwood Diploma and/or AP offerings at Johnston Heights.\textsuperscript{343} Semiahmoo’s programme, which is open to any applicant from inside Surrey and outside its borders, is so popular that it has a long waiting list. One of the reasons for this is that its students achieve IB scores much higher that the international average,\textsuperscript{344} and its graduates go on to some of the top universities in the world such as Harvard, Cambridge, London School of Economics, Princeton, and Columbia. As stated by their DP Coordinator, Karine Guezalova, “As of May 2015 our IB students received $650 000 in scholarships and bursaries to attend universities in Canada and the US.”\textsuperscript{345} Despite the fact that it is the biggest school district in BC, there have not been discussions regarding opening more IB programmes in School District 36 (Surrey).\textsuperscript{346} In addition to Semiahmoo and Johnston Heights, Surrey has one CSF public school, École

\textsuperscript{339} “Student Enrolment (2016/17),” School District No. 36 (Surrey), op. cit.
\textsuperscript{340} “Student Enrolment (2016/17),” School District No. 35 (Langley), op. cit.
\textsuperscript{343} As of the 2016/17 school year only one student from Johnston Heights transferred to Semiahmoo, but students have transferred from many schools from around the district, and outside of Surrey. Karine Guezalova, "Semiahmoo," E-mail message, July 17, 2016.
\textsuperscript{344} For the May 2017 examinations, DP students scored far higher than the international average, with one student scoring an internationally rare perfect score of 45. Karine Guezalova, "Tips," E-mail message, August 16, 2017.
\textsuperscript{345} Ibid.
\textsuperscript{346} Ibid.
Gabrielle Roy, that offers the MYP and DP for free to its French-speaking students who come from across the south and southeastern Lower Mainland, and three independent schools that offer it.  

Abbotsford Senior Secondary School, 71 km southeast of Vancouver, undertook the authorization process and became BC’s 4th IB World School in June 1982. Abbotsford, a school district that enrolled 19,500 students as of 2016/17, offers two IB programmes: the DP and MYP. Abbotsford Senior Secondary has had a Diploma programme that has had a cohort average of about 40 DP candidates annually, with the highest number being 53 as of 2015. As of 2012 it also offered the MYP: every student at Abbotsford Middle School (Gr 6-8) was registered in the programme with no extra fees charged to parents. The district spoke of the programme with great enthusiasm:

“Abbotsford Middle is proud to work with the IB organization in delivering one of the most recognized programs in the world,” notes Principal Ian Levings. “This program aims to develop inquiring, knowledgeable and caring young people who create a better and more peaceful world through intercultural understanding and respect....”

“The Abbotsford School District congratulates Principal Levings and his staff for gaining accreditation in the Middle Years Programme and becoming an IB World School. It is not easy to gain this accreditation, so this is culmination of a lot of hard work and extra effort,” says Board of Education Chair John Sutherland. “This programme is yet another opportunity for students in our district to receive one of the best educations in the world, and is supported by the Board’s Strategic Plan.”

347 As far east as Chilliwack, which is 80 km east/a 3 hour round trip bus ride. Schall, interview, op. cit.
353 Ibid.
This school is also one of the few in Canada mentioned in the “Canada IB: IB Americas Regional Profile” for its innovative work regarding its student-driven alternative energy program.  

One of the most well-known Diploma Programmes, both in BC and internationally, began at Sir Winston Churchill Secondary School in the Vancouver School Board (VSB) in the fall of 1983. Stan Copland, who became the school’s first DP Coordinator, brought the idea to the staff of the school in the early 1980s after he had attended a conference where he heard about the IB. A small group of teachers that included Bob Poole, Isobel Willard, and Leo Boissy created a steering committee to try to lobby for the programme by applying to the principal, and then the school board, to offer the programme. These teachers were attracted to the IB for various reasons. Leo Boissy, a DP Math teacher who was new to Churchill at the time, and who later became the DP Coordinator at Britannia Secondary School on the eastside of Vancouver, recalled the reasons why he thought that the IB was implemented at Churchill, from his perspective as a teacher who joined the cadre of teachers who had been working on implementing it:

354 “Abbotsford Middle School, an IB World School in British Columbia, is pioneering an alternative energy model, striving to be the first school in Canada to use a combination of three alternative energy sources to substantially reduce power consumption. As a result of a meeting between the school’s environmental club and the school district’s manager of energy consumption, the school district agreed to finance a project which will combine a wind turbine, solar panels, and a human-powered generator to provide energy for two computers and ten monitors. This project will not only reduce energy consumption for these computer stations by up to 75%, it will also serve as a learning tool for students. It is hoped that the school will be a model for efficient energy use in the community and in other schools, and become “a seed for a whole new generation,” according to the school district’s manager of energy consumption. Principal Jim McDonald believes the project reflects the school’s IB principles: “the key theme is to develop global citizens…and roles students can develop at the community level, reducing the carbon footprint.” “Canada IB Profile,” op. cit. 5.
356 Poole, interview, op. cit.
357 Boissy, interview, op. cit.
It would be self-serving to suggest that I held the philosophical aspects of the proposed IB program in my heart during our steering committee meetings, but I suspect that I was more focused on the logistics of making the IB DP work at Churchill, especially in the Maths department. The academic rigor of the DP certainly attracted us, and I can agree with Bob Pearmain's assessment of the value of global education and inquiry in the DP. Beyond this I'd be stretching my memory to say that the efforts of the Barrett government had a special influence on our decision to offer the DP. Teachers are generally very practical and task-oriented so the details of implementation would have been important. Bob Pearmain, Bob Poole and Stan Copland, the IB Coordinator at the start, may have weighed the grander aspects of the IB more than I. Overall, I think we saw the DP as a valuable experience for Churchill students, just as we at Britannia saw this when we made our application in 1990.\textsuperscript{359}

Bob Poole, who was on the initial team that developed and implemented the IB, added his perspective on why Churchill implemented the IB:

I think that the climate for change throughout the decade before our decision and the willingness to try new approaches was one aspect of the decision, but as Leo said the school was also interested in the IB for what it offered in what was already a very good school. We weren’t in need of improvement, but there was a progressive mind set in the school amongst a good proportion of the staff and a willingness to open doors to ideas and programs such as IB that would lead to an even better school, one with a broader mandate than just meeting provincial goals.

So to a certain extent the introduction of the IB was a creature of the time, but perhaps more a creature of a fairly unique group of teachers and admin who were willing to look ahead to potentially better things.\textsuperscript{360}

Their first proposal to the board was defeated as it was deemed to be too expensive.\textsuperscript{361} There was an election and the more ideologically conservative board was replaced by a liberal one; however, it also rejected their proposal as it was deemed to be an “elite program” that should not get special funding.\textsuperscript{362} There was another election, and the board became more conservative again, but support for the program came from progressive VSB Trustee Pauline Weinstein. She

\textsuperscript{359} Boissy, interview, op. cit.
\textsuperscript{360} Bob Poole, "Question re the IB in BC in the 1970s," e-mail message, July 26, 2017.
\textsuperscript{361} Poole, interview, op. cit.
\textsuperscript{362} Ibid.
was able to convince the rest of the board to support it, including future Canadian Prime Minister Kim Campbell who was the Vancouver School Board Chair. The board agreed to fund its implementation and pay for all of the annual costs associated with the DP. Bob Pearmain was brought in as principal as he was interested in being an administrator at a school that offered the IB as a curricular option; however, his perspective was, “My job was not to spend too much time with the IB as there were many different programmes at Churchill. Everyone in a comprehensive school is important. I was the principal of Winston Churchill, not the principal of the IB.” Churchill had its first IB graduates in 1986, and its IB programme came to be seen as exemplary internationally: in 1986 Bob Pearmain was asked to attend a conference in Paris representing a Canadian example of an operational, well-functioning, public school IB programme. From there he went on to become the first public school Chairman of the Heads Representative Committee for the Standing Conference of Heads of IBO schools and member/Secretary of the IBO International Executive Committee from 1989-92, and first public school President of the IBNA board from 1993-2002. In each of those positions he was an advocate for the IB’s expansion in public schools internationally, “I became representative of the public school embrace of the IB as public schools began to dominate the IB organization in

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365 As of 2015/16, students pay some of the fees for it. Bob Poole, interview, op. cit.  
366 Pearmain, interview, op. cit.  
367 Alexander Duncan Campbell Peterson, *Schools Across Frontiers: The Story of the International Baccalaureate and the United World Colleges* (Chicago: Open Court, 2003), 297, [https://books.google.ca/books?id=nTUjMNjNo3EC&pg=PA297&lpg=PA297&dq=bob+pearmain&source=bl&ots=ikxOYQWkm3&sig=ZDJT2N3rQQ9O2OdkECW5D4sSg8Q&hl=en&sa=X&ved=0ahUKEwjp-LKo5ZjVAhXmy1QKHf38BQkJ6AEISzAH#v=onepage&q=bob%20pearmain&f=false].  
368 Ian Hill, “IB Regional Offices,” In *The International Baccalaureate: Pioneering in Education. The International Schools Journal Compendium*, edited by Mary Hayden, 133-46, (Woodbridge, UK: John Catt, 2010), 137, [https://books.google.ca/books?id=buQONXyJF1sC&pg=PA137&lpg=PA137&dq=bob+pearmain&source=bl&ots=w1EJ1kBZa&sig=ikCX9nCsal05061_8oN8fVQnKQ&hl=en&sa=X&ved=0ahUKEwjp-LKo5ZjVAhXmy1QKHf38BQkJ6AEIQTAF#v=onepage&q=bob%20pearmain&f=false].
North America, and IBNA was the biggest IB market and was rapidly expanding.\textsuperscript{369} He continued to reflect on why he felt that the IB was successful at Churchill:

What happened at Churchill with Isobel, Bob, Leo, other teachers who became examiners, workshop leaders, and worked throughout N America and internationally…that cemented the programme. There were always people who were ready to take over when someone retired. It was great for a teacher and student to feel a part of a larger movement, and that is the greatest strength of the IB… And it was a great school improvement model. Churchill became a star, in part, because of the IB. IB teachers did not just teach IB courses, but they also taught non-IB, BC curriculum courses. What the IB teachers got from teaching in the IB curriculum, including the professional development, they used in all of their teaching, benefitting all of the kids in the school.\textsuperscript{370}

Bob Poole, who started to work for the IB full time in 2002, went on to become, amongst many other things, the Regional Development Specialist for the IB Americas (IBA) region,\textsuperscript{371} and focused on many initiatives, including IBA ones with universities, governments and associations regarding recognition and credit equivalency, and he has a similar role on the IB Global Recognition team.\textsuperscript{372} He summarized some of the reasons why students would take the IB, at Churchill and other IB World Schools:

The IB’s primary focus these days is as a provider of an “international education”. The emphasis is on international mindedness, and skills for lifelong learning. The IB Diploma’s primary goal is not about gaining credit at university although that can be a benefit of participation in the DP. Participation in the programmes leads to skills that you can count on to be successful when you get to University, and participation in it can help in the admissions process.\textsuperscript{373} … In the 1980s the focus of the IB DP was on preparation for university. But that was then: the IB has changed considerably in its goals since then with 3 other programs and a much greater focus on skills, inquiry, international mindedness and much else.\textsuperscript{374}

\textsuperscript{369} Pearmain, interview, op. cit.
\textsuperscript{370} Ibid.
\textsuperscript{371} The term “IB Americas (IBA)” replaced the previous regional organization’s title “IB North America (IBNA)” in the early 21st century, and represents all of the Americas.
\textsuperscript{373} Poole, interview, op. cit.
\textsuperscript{374} Bob Poole, "VSB IB History Query," E-mail message, July 26, 2016.
The programme continued to expand at Churchill, reaching its peak in 2007 with nearly 200 students. However, those numbers decreased related to reduced school board funding limiting the numbers who could take it to 135 in 2007.\textsuperscript{375} As of 2015 it had the 5\textsuperscript{th} largest number of registered DP students in BC with 123.\textsuperscript{376}

The Diploma Programme became so popular at Churchill that discussions began regarding making a unique move: to offer the DP in another secondary school in the Vancouver School District. A referendum occurred in May 1990 to see if there was public support for an expensive initiative to establish a second IB programme in Vancouver School District. Britannia Secondary School, established in 1908 on the eastside of Vancouver, applied so it could offer a rigorous, internationally-minded curriculum to students who would not likely be exposed to such a programme due to their socio-economic situation.\textsuperscript{377} The initiative passed, and Leo Boissy (DP Math teacher at Sir Winston Churchill Secondary School) was selected to become the DP Coordinator. He fast tracked the application to the IB\textsuperscript{378} and the programme started in September 1991.\textsuperscript{379} It is upheld as one of the most unique public school IB programmes in the world: it was one of two in Canada that was highlighted in the IBO’s “IB Canada 2010” profile regarding “Public Schools Serve Culturally and Economically Diverse Communities.”\textsuperscript{380}

However, their Diploma Programme never grew to be the size of Churchill’s, and one of the key factors for this is that many of its students come from one of the most socio-economically challenged communities in the province and in Canada, the Downtown Eastside, perhaps making

\textsuperscript{375} Isobel Willard, "IB at Winston Churchill," E-mail message, July 23, 2017.
\textsuperscript{376} “BC Schools IB Statistics as of October 2016,” op. cit.
\textsuperscript{377} Boissy, interview, op. cit.
\textsuperscript{378} This was before the extensive IB authorization process was implemented in the 2000s. Ibid.
\textsuperscript{380} “Canada IB Profile," op. cit., 3.
the school not be as appealing a draw for parents and students.\textsuperscript{381} As of 2015, Britannia had 23 registered Diploma candidates. Additionally, in late 2015 it was put on a list of potential schools to be closed due to budget shortfalls and declining enrolments, leaving the status of its IB programme in limbo.\textsuperscript{382}

The VSB subsequently opened a Middle Years Programme (MYP) in 2006 that was shared between Lord Roberts Elementary School and King George Secondary School.\textsuperscript{383} In 2008 Elsie Roy Elementary School also became affiliated with King George’s Middle Years Programme.\textsuperscript{384} Theirs is the only full 5 year Middle Years Programme in the BC public school system that is shared between an elementary and high school.

In 2013 the VSB opened a Primary Years Programme (PYP) at Southlands Elementary School.\textsuperscript{385} Gary Little, when he was Associate Superintendent for the South Area of Vancouver, worked with Bob Poole to open the programme for this community, which includes a high proportion of Musqueam First Nation indigenous students. The programme’s curriculum benefits not only the Musqueam nation, but the greater school stakeholder community (see Chapter 6).

Another justification for implementing the PYP at Southlands was to prevent parents in the district from moving their children to the independent school system…and losing the provincial funding that would go with them. As the Vancouver School Board Chair Patti Bacchus said to CTV News in 2013, “We are in a form of competition now. We’re funded per student so when we lose students we lose the funding. And it diminishes our ability to provide a range of

\textsuperscript{381} Boissy, interview, op. cit.
\textsuperscript{384} Ibid.
\textsuperscript{385} Ibid.
According to PYP Coordinator Fiona Stroh, “A lot of our applications come across boundaries. They’re from various parts of Vancouver and they’ve decided they want to seek out the IB.” As of 2016, the Vancouver School Board, with a total student enrollment of 52,246, had the most IB World Schools (six) of any district in BC.

Richmond Secondary became the 7th BC IB World “pioneer” secondary school when it chose to implement the IB programme. Richmond Secondary (at the time a senior secondary), located south of the Fraser River from Vancouver, began offering the DP in 1984. Remigio “Remi” Vicente was the DP Coordinator who led a team of teachers to expand it to become one of the top academically-achieving Diploma Programmes in BC and internationally. As recognition for that accomplishment, he received the Prime Minister’s Award for Teaching Excellence in 2008, where he was recognized for, amongst other things, his “Outstanding Achievement” as he “transformed the International Baccalaureate program from an elite program to one that is open to everyone.” Richmond had the third largest Diploma Programme in BC as of 2015, and has consistently enrolled over 140 students annually since 2008 in a district that has 20,845 enrolling students. Unlike in Langley and Vancouver, Richmond accepts

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387 In order to apply to be in one of the district’s four IB programmes, one must be a resident of Vancouver School District. Willard, interview, op. cit.

388 Paterson, "Public Schools Get Creative," op. cit.


393 "BC Schools IB Statistics as of October 2016," op. cit.

applications from both inside and outside of its district, and a Formal IB Intake Assessment helps
to determine who enters the programme.  
David Miller, the DP Coordinator stated, “In the 2016/17 school year, of the 150-170 applicants, we only said no to 3.” Those in charge of the DP at Richmond Secondary try to make sure that balance in a student’s life is the most important measure of the “success” of its programme; as stated on their IB Diploma “Resources for Students” website:

It is important to remember that although the IB Diploma Programme at Richmond Secondary School is for everybody, it is not for everyone.

Sometimes we lose sight of the fact that that the IB Diploma Programme simply represents one Graduation pathway available to students at Richmond Secondary School, and that achieving academic excellence in the provincial Dogwood Graduation Program is also an exceptionally challenging undertaking.

Every year there are students in the IB Diploma who struggle with its demands. If that student is you, speak to your parents, to your Counsellor, or to Mr. Miller. We’ll find a solution that works for you.

Always keep in mind that at Richmond Secondary School, the chief way that we evaluate success in the IB Diploma Programme is through the lens of the IB Learner Profile, and the central importance that it assigns to balance in a student’s life.

Due to school stakeholder interest in the IB, Richmond opened a MYP school at Hugh Boyd Secondary in 2013. Some students leave that school when the MYP ends in Grade 10, and transfer to Richmond Secondary to do the DP, but most MYP graduates choose to remain with their Hugh Boyd cohort and graduate from there. There have been some informal discussions

http://www2.gov.bc.ca/assets/gov/education/administration/kindergarten-to-grade-12/profiles/profile-sd38-richmond.pdf
https://rhsib.wordpress.com/apply/.
396 David Miller, interview by Shannon Leggett, Richmond, BC., July 18, 2017.
397 “Resources for Students,” RHS IB Diploma Programme, last modified 2016, accessed July 26, 2017,
https://rhsib.wordpress.com/richmond-secondary-school-new/resources-for-students/.
399 Miller, interview, op. cit.
about offering IB programmes at other schools.\textsuperscript{400} For example, there could be a Middle Years Programme that starts at an elementary school in Richmond and then ends at Richmond Secondary, like the Vancouver School Board elementary/high school programme model at Elsie Roy/Lord Roberts/King George. There could also be a K-12 continuum school model implemented between Richmond Secondary School and an elementary Primary Years Programme to a Middle Years Programme at that school ending at Richmond Secondary. However, according to David Miller, those discussions were preliminary and informal as a part of their IB Self Study process. If the MYP were to be introduced at Richmond Secondary, the expectation would be that it would be school-wide, but that the school would remain dual-stream (IB and BC Dogwood Diploma) in Grades 11 and 12.\textsuperscript{401}

In West Vancouver, located northwest of Vancouver across Burrard Inlet, it was an administrator who had the idea to offer the IB in his school district. West Vancouver Secondary School (WVSS) Principal Arnie Smith was doing his Masters on the IB, and he suggested to the West Vancouver School Board that the district offer unique programs at the three high schools, with Hillside Secondary School offering the IB.\textsuperscript{402} It was authorized in June 1985.\textsuperscript{403} In the “WV School Report” section of the \textit{West Vancouver Report} (published by The Corporation of the District of West Vancouver) in December 1987, the DP was promoted as a “Special

\begin{footnotesize}
\begin{itemize}
\item\textsuperscript{400} Ibid.
\item\textsuperscript{401} David Miller, "Query about Richmond's IB programme," e-mail message, July 26, 2017.
\item\textsuperscript{402} Hilary Matts, interview by Shannon Leggett, West Vancouver, BC., July 11, 2016.
\item\textsuperscript{403} Interestingly, in the IBO’s statistics it says that WVSS was authorized in 1985, but according to an interview with Hilary Matts, and the “WV School Report,” it was Hillside Secondary that had it as of 1987. \textit{WV School Report} (West Vancouver, BC), "Seniors' Connection," December 1987, 1-8. Accessed July 26, 2017, 7, \url{http://archives.westvancouver.ca/PDFs/0230-02.0025.DWV.pdf}.
\end{itemize}
\end{footnotesize}
Education” offering that “challenges gifted students to reach their full potential.” The Report went on to say:

Marion Langdale, resource teacher at Hillside Secondary for the gifted student and coordinator of the International Baccalaureate program, pointed out that it is only in recent years the Ministry of Education has recognized the need to provide special education courses for the gifted student.

West Vancouver Secondary School was authorized as a DP school in 1988 as it became a Senior Secondary School and Hillside a Middle School; it is now a Gr 8-12 secondary school, and continues to offer the DP. It has the 4th largest Diploma Programme in the province, with 132 candidates in the 2015/16 session, and it offers an academically successful programme.

West Vancouver School District invested in offering more IB programmes at other schools: West Bay Elementary School in 2007 (PYP), which was the first public school Primary Years Programme east of Ontario, Cypress Park Primary School in 2011 (PYP), Rockridge Secondary School in 2014 (MYP), and École Cedardale in 2016 (PYP), the only French immersion PYP school in BC. West Vancouver School District Superintendent Chris Kennedy noted that the international aspect of the IB has been attractive to school district stakeholders, including the international community, and that the IB has been “driving good practice [in the district] … encouraging a rethinking of what teaching and learning looks like.”

Most PYP students from West Bay and Cypress Park attend Rockridge as it is the high school

405 Ibid.
409 Kennedy, interview, op. cit.
411 Kennedy, interview, op. cit.
that they feed into. As in Richmond, some of those students in the PYP and some students in the MYP at Rockridge transfer to West Vancouver Secondary to take the DP, but most remain with their Rockridge cohort and graduate with their peers taking the BC Dogwood and/or AP courses.\footnote{Chris Kennedy email, July 13, 2017.} West Vancouver, with a 2016/17 student population of 7,293 students,\footnote{"Student Enrolment (2016/17) School District No. 45 (West Vancouver)," School District No. 45 (West Vancouver) School District Profile, last modified 2016, accessed July 26, 201, \url{http://www2.gov.bc.ca/assets/gov/education/administration/kindergarten-to-grade-12/profiles/profile-sd45-west-vancouver.pdf}.} had the greatest number of IB World Schools (five) proportionately to the number of its enrolling students in BC.\footnote{See “West Vancouver” under the “Cities” column to find WVSD IB World Schools. See Appendix 2. "BC Schools IB Statistics as of October 2016," op. cit.} However, it is unclear if they will implement new programmes. As stated by Chris Kennedy, “Why don’t we have the IB at every school? Its principles are great, but there is a different choice and flavors for each school... each school is unique.”\footnote{Kennedy, interview, op. cit.} Despite the fact that its IB schools have waiting lists, as of 2016 they still accepted out of district applications.\footnote{Ibid.}

Port Moody Senior Secondary School, located east of Vancouver in Port Moody, which is in the Coquitlam School District, was authorized to offer the DP in October 1986, and since 2008 it has had the largest Diploma Programme in BC.\footnote{Les Philips, interview by Shannon Leggett, July 8, 2016.} The school initially adopted the IB as the principal, Ron MacPherson, wanted the school to offer something unique and looked at the DP. However, it was approved by the Coquitlam School Board before teachers had been consulted, so it was a “steep learning curve” for those who implemented it.\footnote{Ibid.} However, the DP was open to anyone in the district with interest, and 30 students signed up from a population of about 1000 students.\footnote{Ibid.} One of its main attractions was and is the small class sizes and

\begin{itemize}
\item[412] Chris Kennedy email, July 13, 2017.
\item[413] "Student Enrolment (2016/17) School District No. 45 (West Vancouver)," School District No. 45 (West Vancouver) School District Profile, last modified 2016, accessed July 26, 201, \url{http://www2.gov.bc.ca/assets/gov/education/administration/kindergarten-to-grade-12/profiles/profile-sd45-west-vancouver.pdf}.
\item[414] See “West Vancouver” under the “Cities” column to find WVSD IB World Schools. See Appendix 2. "BC Schools IB Statistics as of October 2016," op. cit.
\item[415] Kennedy, interview, op. cit.
\item[416] Ibid.
\item[418] Les Philips, interview by Shannon Leggett, July 8, 2016.
\item[419] Ibid.
\end{itemize}
individualized support, particularly in 2016 when the district had 33,033 students. As of 2016, acceptance to Port Moody’s Diploma Programme was limited by the school board, but it remains the largest Diploma Programme in the province with each grade’s cohort being around 200 since 2008 (though there have been up to 500 applicants for those spots). It also has a pre-IB programme that is used as a model for schools around the province and internationally.

As of 2016 its DP Coordinator, Sean Lenihan, is the chair of the provincial IB organization of schools, BCAIBWS (British Columbia Association of International Baccalaureate World Schools), and is a leader of collaboration amongst all BC IB schools, as well as playing a decisive role in negotiations between the IB and the BC Ministry of Education. Coquitlam School District has not opened another IB programme, but there have been discussions of doing so. École des Pionniers-de-Maillardville, a CSF school in Port Coquitlam, offers the MYP and DP for free to its French-speaking students who come from the district, and outside of it.

The last BC IB “pioneer” school (that opened in the 20th century and remains in existence) was also the first independent school in the BC Ministry of Education domain to offer the IB: Glenlyon Norfolk School in Victoria, the capital of BC located on Vancouver Island. The school was founded in 1913 by two women as an all-girls school, with a

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422 Les Philips, interview, op. cit.
424 Poole, interview, op. cit.
426 Schall, interview, op. cit.
428 Interestingly, both Pearson College and Glenlyon Norfolk School are in Victoria, BC’s provincial capital.
“dedication to a rigorous education in academics, arts, and values.”

It added a boys school in 1933, and the two schools amalgamated in 1986 and became a K-12 co-educational school. It was authorized to offer the DP in July 1996, and then went on to offer the MYP in July 2004, and PYP in February 2007, making it the first registered IB continuum school in the province, and one of the few in Canada. It became the model for the independent school continuum programs that were implemented soon afterwards at Stratford Hall in Vancouver (PYP 2003, DP 2005, MYP 2009), and Mulgrave School in West Vancouver (DP 2006, PYP 2007, MYP 2009), as well as many BC IB schools, public and independent. Harvard University’s Graduate School of Education recognized the school’s Middle Years Programme as producing “notable units of work.” As of 2015 it had the biggest Middle Years and Diploma Programmes of any independent school, registering 65 Diploma candidates in 2015, and 78 MYP students for external examinations in 2016.

Interestingly, right after Glenlyon Norfolk School was established, another Vancouver Island school, Belmont Senior Secondary, a public school located in Sooke, 38 km west of

430 Ibid.
434 See Appendix 2. “BC Schools IB Statistics as of October 2016,” op. cit. Interestingly, both Tony Macoun from Pearson College, and Isobel Willard from Sir Winston Churchill Secondary School, played an essential role as administrators in establishing the IB at Mulgrave (see biographies of Interviewees in Appendix 5).
436 “BC Schools IB Statistics as of July 2015,” op. cit. Note: registering MYP students for external examinations is optional and as of 2016 few BC MYP schools did it.
Victoria, dropped the DP. However, since then other schools in Greater Victoria and Vancouver Island have joined it: Aspengrove in Nanaimo, Dwight School Canada Society (as of 2016 known as Brookes Shawnigan Lake), and one CSF public school, École Victor Brodeur, that offers the DP for free to its French-speaking students who mostly come from the diplomatic and military families that are located in the provincial capital and nearby military bases. Despite the fact that Highland Secondary School in Comox did not offer the IB in 2016/17, it seems likely that the IB will continue to expand in the near future on Vancouver Island, as there are two schools in the middle of the candidacy process, and four others, including a CSF school, have registered an interest.

4.4 The Establishment of the Continuum in BC Schools

The IB has developed a “continuum” of IB education whereby students from K-12 would do their education in IB World Schools. One of the reasons that the IB is seen as an attractive pedagogical program is because schools (singular, or in combination with others) have started to adopt that continuum of IB education. This is particularly prevalent in independent schools, but is also occurring between public elementary, middle and high schools in BC. The opportunity to offer a continuum of IB education is a reason for the establishment and expansion of IB World Schools in BC.

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439 Schall, interview, op. cit.
441 “BC Schools IB Statistics as of October 2016,” op. cit.
Despite the fact that the MYP was designed and introduced in 1994 to be a “pre-IB course to meet the needs of students aged 11-16 with a focus on six ‘needs’: global, intellectual, personal, physical, creative, social,”\(^443\) the vast majority of BC DP public schools do not have a MYP lead in programme, but the vast majority of independent schools with the DP do.\(^444\) This situation could be caused by many factors, but several interviewees cited the costliness of the IB being a factor. Some schools, both public and independent, that only offer the DP have/can require a “pre-IB” programme to help selected Gr 9 and/or 10 students prepare for the skills that are required in various DP courses. These school-based programs are not officially authorized by the IB. These pre-IB courses are more arduous than the regular Dogwood courses, and even the MYP courses,\(^445\) so some schools have adopted grading adjustment structures for the students; for example, at Port Moody Secondary:

IB Foundations offers Art, English, French, Mandarin, Japanese, Spanish, Social Studies, Mathematics and Science. Each IB Foundations course will include the material required for the BC Dogwood programme course, but because of the selected nature of the students, the learning environment will be distinctly different and more emphasis will be placed on higher level skills including research, writing, problem-solving and working in cooperative groups. The grades in IB Foundations courses are adjusted to reflect the same achievement levels required for BC Dogwood courses. Thus students will not be penalized through lower marks by taking on the challenges offered by the IB Foundation courses.\(^446\)

As the DP was created before the PYP and MYP, there can be a discontinuity between them. As one DP Coordinator interviewee stated, “The MYP [and PYP] is inquiry based…but to

\(^{443}\) “The IB: an historical perspective," op. cit.

\(^{444}\) See Appendix 2. "BC Schools IB Statistics as of October 2016," op. cit. Abbotsford Middle School has a Middle Years Programme in Grades 6 to 8. Students from this programme can eventually enroll in the DP at Abbotsford Senior Secondary School. The three public schools that have a Middle Years Programme that directly feeds into a Diploma Programme are at Carson Graham Secondary School in North Vancouver, École Gabrielle Roy in Surrey, and École des Pionniers-de-Maillardville in Port Coquitlam.

\(^{445}\) Interviewee 15. Several interviewees have stated that students tend to be better prepared for the DP if they go into it from in-house developed pre-IB courses than from a Middle Years Programme at another school. Interestingly, the NVSD interviewees felt that Carson Graham has implemented a Middle Years Programme that fits well into its Diploma Programme. The interviewees from continuum schools felt the same way.

\(^{446}\) Grade 9 Course Selection 2016-17, Port Moody, BC: Port Moody Secondary School, 2016,12, http://www.sd43.bc.ca/school/portmoody/Port%20Moody%20Times/Grade%209%20Course%20Planning%20Selection%20Booklet%202016-2017%20February%202016.pdf
then go into the DP: there is a huge break. It is exams based. It will be very interesting to see what a public school continuum experience is like.”\textsuperscript{447} This comment was made by a person whose school received some MYP students who came from a different school, so they felt that those who had been in their school’s pre-IB programme were better prepared for the DP in their school, but that could also be a school culture/expectations issue.\textsuperscript{448} As well, this school had a pre-Extended Essay component to their programme: students wrote a 1000 word research paper in Gr 9, and 2000 word research paper in Gr 10, so they felt prepared to take on the 4000 word Extended Essay in the DP.\textsuperscript{449} The MYP does not offer this type of assessment; instead, students undertake creating a Personal Project (and there is an optional e-portfolio and e-assessment).\textsuperscript{450}

At one MYP/DP school they found that there was a lack of continuity between the programmes, particularly in Math, so they had to offer a separate advanced math option.\textsuperscript{451} On the other hand, in North Vancouver School District (NVSD), Carson Graham’s Secondary School’s MYP/DP partial continuum model is designed so that the co-coordinators can work together to make the programmes cohesive. They see that the MYP and a pre-IB programme are not mutually exclusive, and that everyone at Carson Graham is being taught the skills needed for the DP in their Middle Years Programme as kids are “learning how to learn.”\textsuperscript{452} Jennifer Tieche added, “They DO the DP skills in the MYP. In a continuum school, the staff comes together to teach and assess ATL as a continuing thread, and start to teach the DP skills in Gr 8 such as critical thinking and time management.”\textsuperscript{453} In addition to the two programmes being in the same school, in 2009 the NVSD opened a Primary Years Programme at Capilano Elementary School that

\textsuperscript{447} Interviewee 15.
\textsuperscript{448} Ibid.
\textsuperscript{449} Interviewee 15.
\textsuperscript{451} Interviewee 10.
\textsuperscript{452} Thornhill, interview, op. cit.
\textsuperscript{453} Tieche, interview, op. cit.
feeds into Carson Graham; hence, the district has the first full public school continuum programme in the province. In 2015 they added a second Primary Years Programme at Queen Mary Elementary School, which also feeds into Carson Graham. As several interviewees noted, the students who are entering Carson Graham from those programmes, because they are well-versed in the language and inquiry-based curricula, are very well-prepared for the MYP, and, in turn, for the DP. There are several non-PYP schools that also feed into Carson Graham, so it can be a challenge to “catch them up” with the language and nature of the IB, but once they get it, the MYP runs very well. At Mulgrave School, which is an independent continuum school, there is not a great feeling of there being a “break” between the MYP and DP; their view of the continuum is to “enhance, extend, and enrich” with as many curricular options as possible that can be integrated in a backwards-designed model. As the Head of School John Wray stated, “To see the nature of learning evolve from Kindergarten to Grade 12 is quite humbling…and inspiring, as students are engaged with the methodologies and pedagogies within the IB continuum curriculum framework…it is ubiquitous.”

Interestingly, due to the nature of how the IB World public school programmes can be organized between two different schools, it can be difficult to achieve the true “full” continuum whereby the IB students in those programmes would get official completion certificates from the IB instead of district-generated “official” IB certificates e.g. the five year PYP (K-Gr 5) and five year MYP (Gr 6-Gr 10) leading into the two year DP (Gr 11-12). For example, in all of the BC public PYP elementary schools, those schools choose to offer the PYP from K-Gr 7 instead of K-Gr 5. As of 2016, since all of the BC PYP public elementary schools go to Grade 7, and

\[454\] Thornhill and Tieche, op. cit.
\[455\] Gordon MacIntyre, interview by Shannon Leggett, West Vancouver, BC. July 5, 2016.
\[457\] Poole, "PYP and MYP in BC schools," op. cit.
those students go into “partnership”\textsuperscript{458} IB secondary schools that are Grade 8-12, it is not possible to offer the full five year MYP that ends in Grade 10; hence, they offer an abbreviated three year Middle Years Programme. This is the situation in the PYP to MYP partnership model in North and West Vancouver School Districts. There is a full five year Middle Years Programme that begins in two elementary schools in Vancouver (Lord Roberts and Elsie Roy), and ends in a high school (King George Secondary), but those students do not attend either a Primary Years Programme or Diploma Programme in a partnership school.\textsuperscript{459} A reason why no BC public schools have offered the full continuum is due to the cost of paying for programmes in multiple schools; for example, the MYP being offered in two schools e.g. the elementary and high school.\textsuperscript{460} However, Bob Poole states that “schools creating a partnership that leads to a 5 year programme get a significant discount.”\textsuperscript{461} It seems likely that if BC public schools will continue to create partnerships to create partial or full continuums, it will be the less expensive model of an elementary PYP, three year MYP, and two year DP unless more funding becomes available to interested public school districts.

To create continuity within a programme, as well as between programmes, can require extensive planning time between teachers, and some public (e.g. École Cedardale Elementary School, Rockridge Secondary School, Carson Graham Secondary School) and independent schools (e.g. Mulgrave School) have been able to adjust their schedules to include weekly teacher planning time in their schedules. In North Vancouver there is a district administrator who oversees the IB programmes and has regular meetings with teachers, coordinators, and

\textsuperscript{458} “Partnership school;” when a singular IB programme spans two different schools e.g. in Vancouver an Middle Years Programme starts in two elementary schools (Elsie Roy and Lord Roberts) and ends in a high school (King George Secondary school).

\textsuperscript{459} Poole, “PYP and MYP in BC schools,” op. cit.

\textsuperscript{460} “In districts where the 5-year programme needs to be split between two schools such as Roberts or Roy and George, then the MYP elementary schools would only pay 10% of the fee.” Ibid.

\textsuperscript{461} Ibid.
administrators to discuss the progress of the various programmes. As Carson Graham has two MYP/DP “partial continuum” co-coordinators, they have the opportunity to meet with MYP and DP teachers twice a month to coordinate their planning. According to those coordinators, these meetings generate rich horizontal and vertical curricular discussions; for example, at one meeting teachers went to other departments and gave feedback on their curricular scope and sequence, so they became better aware of the greater IB curricular framework. One of the co-coordinators, Jennifer Tieche, commented on the impact of adding collaboration time into the timetable as a part of IB programme delivery, “Collaboration time had not been built into the timetable [pre-IB at Carson] to be able to just talk about learning…and teaching people. The conversation [came to be about] more than just subject matter, but also about teaching people and how to help them learn, to do, to understand…”

According to Gordon MacIntyre, Deputy Head at Mulgrave, there is an informal organization of full IB continuum schools in BC, and he was tasked with leading and coordinating their local (Lower Mainland and Vancouver Island) continuum efforts: he works with principals and IB coordinators to make sure that the IB learning is well developed and progressive PK-12. Their goal is to broaden this network and connect internationally with continuum schools. The IB has recognized that continuum schools are unique: they don’t want special status, but there is an awareness that running all three programmes has issues that are different from a school with a single program or separate programs. For example: there is the potential to be continually in a process of self-study if the five-year IB programme reviews are not coordinated. As well, one interviewee stated: “A challenge can be that the next chapter of a

462 Barter, interview, op. cit.
463 Tieche, interview, op. cit.
464 MacIntyre, interview, op. cit.
roll out could happen a year after an evaluation visit, so you are trying to show competencies against old outcomes, but at the same time plan and shape the curriculum moving forward. People are juggling multiple scope and sequences at the same time, and trying to make sure that student learning is progressive and linear.465 Draft continuum standards have been developed and are being piloted by the IB.466 Erin Albright, the head of post authorization services for the IBO, was brought in to speak at the first IB Continuum Schools Conference in BC that was held at Mulgrave April 9 2016: her keynote was about the growing recognition of the unique situation of continuum schools, and that transitions need to be improved between the programmes through workshops, training, programme standards, and evaluation practices.467

The opportunity to offer an IB World School continuum of education is appealing as a pedagogical option as there is a common philosophy, vocabulary, and mostly similar assessments. Due to this, the number of continuum schools continues to expand internationally, and Canada/BC follow this trend. In Canada as of 2016, there were 14 full continuum programmes in one school, and more offered across schools.468 As of July 2016 in BC there were five partial continuum schools469 and six full continuum schools.470 When one looks at the ten schools that are in the candidacy process for being authorized to implement new IB programmes as of 2016, four of them were adding programmes that would make them a partial or full

467 MacIntyre, interview, op. cit.
468 On the “Find an IB World School: Canada” website, one can only see the continuum offered in one school. One cannot tell if a programme could lead into another school on the IB website e.g. West Bay Elementary School’s PYP feeding into Rockridge’s MYP (feeder school information used in this thesis was obtained from interviewees and school websites [though most websites do not mention feeder schools]). "Canada: Find an IB World School,” op. cit.
469 One public (Carson Graham Secondary) two independent (Southridge School and Brockton School), and two CSF (Ecole des Pionniers-de-Maillardville and Ecole Gabrielle Roy).
470 All of the full continuum schools are independent: Glenlyon Norfolk School, Stratford Hall, Mulgrave School, Meadowridge School, Aspengrove School, St. John’s School.
continuum school/s. Even though full continuum schools only existed in independent schools as of 2016, several interviewees commented that what North Vancouver School District has implemented regarding having PYP elementary schools feed into a MYP/DP high school could be the example to follow for other school districts in the future. It seems likely that there will continue to be a growth of continuum schools in BC.

4.5 Conclusion:

The reason for BC schools establishing IB programmes ranges from groups of teachers or administrators having a philosophical or practical academic interest in them, to a school board decision that a school was told to implement. The neo-progressive philosophy and NDP policies of the 1970s in BC helped to inspire some educators to explore new pedagogical teaching trends, including the IB. At the end of the 20th century, 14 “pioneer” schools (two independent, 12 public) in the Lower Mainland and on Vancouver Island chose to implement the DP as they were attracted by, amongst other things, its philosophy of international mindedness and its rigorous curriculum. Four of these schools ended up dropping their programmes, while the others continued, with one becoming an IB continuum school, and others connected to IB programmes in other schools in their districts. The factors that have affected the continued development of the IB in BC schools will be analyzed in Chapter 5.

Chapter 5 Findings: Factors for the Expansion of the IB in BC

5.1 Introduction

This chapter analyzes the factors for the expansion of the IB in BC. First, it examines the impact that the Global Education movement in the 1970s/80s had on schools choosing the IB as a curricular option. Second, it looks at various aspects of the IB’s pedagogical philosophy, and its appeal to BC schools that shared its values. Third, it analyzes the IB curriculum in detail regarding specific aspects of the various programmes that are appealing, the pros/cons of the rigour of the programme (particularly the DP), and the opportunities and challenges that the IB presents regarding resourcing, professional development, and staffing. Fourth, it looks at various legislative decisions that have been made in BC that have impacted the IB, and that to a great extent those decisions have encouraged its expansion. Fifth, it analyzes the economic benefits and difficulties regarding implementing an IB programme. Sixth, one of the main appeals of the DP is that it is a challenging university preparatory curriculum, and the advantages and disadvantages that this entails are analyzed. Finally, it analyzes alumni reflections, and the IB’s reputation as a factor that could encourage the expansion of the IB in BC. This chapter answers the research questions/sub-questions: what were the factors that influenced the expansion of the IB in BC; why did school stakeholders (teachers, administrators, parents, universities) start to advocate for the adoption of the IB in their schools; what philosophical, socio-political, and economic changes affected this over time; and what have been some of the challenges associated with implementing the IB in BC?
5.2 The Impact of an Increased Interest in Global Education on the Implementation of the First IB Programmes in BC

The increased interest in the Global Education movement played a role in the establishment and expansion of the IB in BC. According to Dr. Karen Mundy from the Ontario Institute for Studies in Education (OISE), interest in Global Education in Canada began to grow in the 1970s in the wake of new federal multicultural policies and new international development education initiatives. There also came to be a focus on international awareness in some Canadian educational jurisdictions. Mundy cited the 1968 *Hall-Dennis Report* for Ontario’s Department of Education stating that it called for

…Ontario to use education for human betterment at home and around the world… [and] the importance of promoting understanding, tolerance, and friendship among nations, recognition of the United Nations, and of Canada’s role in the world.

However, Mundy continued on to note that the adaptation of such themes into the curricula of the different provinces remained limited, save courses like Ontario’s Grade 13 Geography World Issues course in 1978. For educators who wanted to teach a curriculum that was infused with such values, the IB seemed to be a good curricular “fit.” As stated in the IB Mission Statement:

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.

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473 Ibid., 19.

474 Ibid., 20.

475 Ibid.
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.\footnote{476}{“Mission.” International Baccalaureate Organization, accessed July 24, 2017.\url{http://www.ibo.org/about-the-ib/mission/}.}

Bob Pearmain, the administrator who implemented one of British Columbia’s first IB programmes at Sir Winston Churchill Secondary School in Vancouver in 1983, recalled:

What philosophically effected the decision to implement the IB at Churchill was the increased internationalization in education...of the world... We had an understanding that we were a part of a world that was shrinking...the IB provided us the opportunity to think outside of BC and on a global scale. That was, to me, one of the most exciting aspects of the IB.\footnote{477}{Pearmain, interview, op. cit.}

Isobel Willard, who was the Diploma Programme (DP) Biology teacher at Churchill at the time, and later became Churchill’s DP Coordinator,\footnote{478}{She was later hired to be one of the Senior School administrators who implemented the DP at Mulgrave School, an independent school in West Vancouver. Willard, interview, op. cit.} put the Global Education aspect of the reason for why Churchill adopted the IB in a contemporary light:

I was excited to hear about the IB program that Stan Copland [the DP Coordinator] introduced to the school because it was a comprehensive program that addressed educating the whole child. I appreciated the emphasis on life-long learning and on teaching what is now labelled as '21st century skills', which are beneficial well beyond high school. The CAS program was also important as I am a firm believer in student's engaging in the communities beyond their classroom, both locally and internationally.\footnote{479}{Willard, ”IB at Winston Churchill,” email, op. cit.}

\section*{5.3 Attractiveness of the IB Philosophy}

The IB’s philosophy was a key factor in the establishment and expansion of the IB in BC schools and school districts. As found in several of the studies mentioned in the Literature Review Section 2.2, in an increasingly globalized society, the IB has appealed to many educational school stakeholders, including some Canadian and, more specifically, British
Columbian ones, for its international perspective. According to Paul Ellis, who worked for the International Baccalaureate Africa/Europe/Middle East region (IBAEM) for several years and has authorized IB World Schools internationally, Canadians have adopted the Diploma Programme on the basis of shared values with the IB mission statement: international mindedness, support for involvement and responsibility through international organizations (the first Canadian school to adopt the DP was the Lester B Pearson United World College of the Pacific, named after the Canadian Nobel Peace Prize laureate), and the official policy of celebrating multiculturalism.480

As several interviewees stated, the global mindedness aspect of the IB, of which multiculturalism is an essential part, was a key reason why the teachers at Sir Winston Churchill Secondary School in Vancouver implemented the IB in 1983. The international mindedness aspect of the IB is one if not the most important draw of the programme, depending on the demographics of the community. Several administrators said that the IB is an attractive option in schools with a large international population, both settled and transient. Jean-Philippe Schall, the DP Coordinator at École Gabrielle Roy, a Conseil Scolaire Francophone de la Colombie-Britannique (CSF) school in south Surrey, stated, “International mindedness…we have 45-50 different languages in our school as our students are from all over the world (Africa, Europe, S. America), and our teachers are also from all over the world. The school has a great international character: it’s a big family.”481

As a part of having the philosophy of international mindedness at the core of the IB programmes, the IB developed the idea of “global contexts for education” so “IB World Schools share educational standards and practices for philosophy, organization and curriculum that can

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480 Abrioux and Rutherford, op. cit., 14, 18.
481 Schall, interview, op. cit.
create and sustain authentic global learning communities.” There are two ways that the global contexts are encouraged: through multilingualism and intercultural understanding, and global engagement. As stated by the IB,

…learning to communicate in a variety of ways in more than one language is fundamental to the development of intercultural understanding… Intercultural understanding involves recognizing and reflecting on one’s own perspective, as well as the perspectives of others. To increase intercultural understanding, IB programmes foster learning how to appreciate critically many beliefs, values, experiences, and ways of knowing. The goal of understanding the world’s rich cultural heritage invites the IB community to explore human commonality, diversity, and interconnection.

The multilingualism aspect of the IB’s philosophy as an approach has been appealing to BC school stakeholders as a reason to adopt the IB. Since its founding in 1968, the IB has been bilingual in English and French (adding Spanish in 1993). This can make the IB appealing to school stakeholders in countries that are officially bilingual, like Canada. According to Ellis, “The… [Canadian] official policy of bilingualism… contributes to the adoption of IB programmes in Canada, in particular outside of Quebec since there are significant francophone communities and many francophone or French immersion schools across the country.” In British Columbia, public schools in both the English and Francophone (CSF) school boards offer the IB: as of 2016 there were 26 English public schools, one French-immersion school, and five CSF schools, with another CSF elementary school expressing interest. Unlike in other provinces in Canada, there are no independent French language schools that offer the IB. In the CSF schools, the Board has determined that students do not have to pay any IB fees, and this

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482 “What is an IB Education?” op. cit., 6.
483 Ibid.
484 Ibid.
486 Abrioux and Rutherford, op. cit.,18.
488 Schall, interview, op. cit.
policy can be related to their interpretation of the Canadian Charter of Rights and Freedoms Minority Language Educational Rights Section 23;\(^489\) hence, any child who has had a parent who went to a French school gets to attend a CSF school for free.\(^490\) Interestingly, it can be a challenge to be a CSF and IB World school regarding multiculturalism; as stated by Schall, “In a minority francophone school there is a cultural side that has to be taught as well as the IB, and the language/culture and academics have to be well balanced so as to not overwhelm our students.”\(^491\) Regardless of this challenge, the CSF continues to fully fund the five schools that host seven IB programmes, and has expressed an interest in opening a programme at another CSF school.\(^492\)

British Columbian schools have played an important international role in the continued expansion of the IB, some being exemplary models of the IB philosophy as well as continuing to play a role in developing it with the IB organization, as noted by a Vancouver School Board (VSB) memorandum from September 9, 2011:

> Staff and administrators from the (VSB) schools have played a very significant role internationally in IB committees, professional development, curriculum development and so on. The VSB has thus been a key player in fostering the mission statement of the IB and leading the way as a model for international education in the public system. We have clearly demonstrated to the rest of the world that IB can work in the public system.\(^495\)…. The IB programmes are excellent educational programs with values that match the district’s core purpose and values.\(^494\)


\(^490\) Schall, interview, op. cit. The CSF has the right to charge fees, but has chosen not to do so. Jean-Phillipe Schall, email, July 31, 2017.

\(^491\) Ibid.


\(^494\) Ibid., 3.
North Vancouver School District states the history of their interest in the IB on their website, and why its international, academic, and philosophical appeal led the district to implement it in 2009:

The International Baccalaureate Organization’s original purpose was to provide schools with a common pre-university curriculum, a common set of external examinations, and a diploma recognized by universities around the world. The IBO does not own or manage any schools; it works with more than 3,900 schools in 148 countries. Over 1,139,000 students worldwide are enrolled in IB Programmes. The IB Programmes encourage students to become active, compassionate, and lifelong learners who understand and practise global citizenship. As the IBO grew, the North Vancouver School District was attracted to the philosophy and methods of the IB Programmes.  

Jennifer Tieche, co-coordinator of the MYP/DP at Carson Graham Secondary School in North Vancouver, reflected on how the IB enhanced what was already happening in their school, “The Carson Graham philosophy matched the IB philosophy: it celebrated differences and being inclusive…people are free to be who they are in our space…there are multiple perspectives.” Her co-coordinator colleague, Liz Thornhill added, “The IB gives a language for what we have already done at our school…there is great open mindedness…The best way to celebrate each kid is the MYP Personal Project: it’s a big show and tell. When you walk about the gallery…it’s pretty powerful e.g. a First Nation [indigenous] student who learned how to weave from her auntie has her exhibit next to another kid who learned how to compost…The philosophy of the IB is good practice.”

The IB philosophy also appeals to independent schools, both for its academic rigor, and its global perspective vision. Mulgrave School, an independent school in West Vancouver, had a DP graduate who received a perfect “45” score on her IB examinations in May 2015 (one of five

495 “International Baccalaureate Programmes,” Programs and Services, last modified 2016, http://www.sd44.ca/ProgramsServices/IB/Pages/default.aspx.
496 Tieche, and Thornhill, interview, op. cit.
497 Tieche, and Thornhill, interview, op. cit.
in Canada and 160 students internationally of the 141,830 students who wrote exams that session).  

John Wray, Head of School, stated at the time,

The IB programme is renowned for providing a broad and well-rounded international education alongside a rigorous academic programme, and Jolee’s academic and non-academic achievements are a great testament to the success of this philosophy.  

Some schools find the IB philosophy appealing, but do not want to pay to implement the programmes. It is an expensive decision to decide to offer the IB at a school, so some school districts try to find a way to disseminate the IB philosophy to its teachers without having to go through the expensive candidacy and authorization process. One school district sent 17 grade 9 and 10 teachers to MYP training in Vancouver in order to learn about the programme: this did not just include those teachers in the pre-IB programme, but non-IB teachers as well so they could also benefit from learning the IB’s best practice e.g. how to put the Learner Profile into practice, and to use Approaches to Learning (ATL) skills in their teaching, which ended up matching the Core Competencies of the new 2015/16 BC Ministry of Education curriculum. The influence of having a CAS programme in a secondary school also has an impact on the students who are not in the IB, for in one school’s experience they felt that it created an entire

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499 Ibid.  
500 "The IB Learner Profile," op. cit.  
501 "Approaches to Learning (ATL)," IB Middle Years Programme, International Baccalaureate Organization, accessed July 12, 2017,  
502 There are three broad Core Competencies that have subcategories. Those three categories, as of September 2016, had the following subcategories: Communication, Thinking (Creative, Critical), Personal and Social (Positive Personal & Cultural Identity, Personal Awareness and Responsibility, Social Responsibility).  
school culture of service.\textsuperscript{504} This is an appeal of offering an IB programme in a dual track school.\textsuperscript{505}

However, several interviewees stated that in contrast to the perspective that the IB programme’s philosophy should/will create a “community” of “tolerant” learners engaging in intercultural understanding, it can instead create a culture whereby the IB cohort can be seen as an elitist, segregated segment of the school population in a dual track school that gets special attention due to relatively small class sizes and more teacher feedback (due to the nature of some parts of the programme being externally assessed by the IB). This was also found in some of the studies in the Literature Review in Chapter 2. Several interviewees stated that students in the IB cohort can become isolated due to the sometimes overwhelming demands of the DP, so some of those students do not participate in many school activities other than those required by the programme’s specific volunteering and participation in specific Creativity, Action, and Service activity (CAS) requirements. By creating this isolated cohort, the IB, as a part of the practical implementation of its programmes, can be seen as creating something antithetical to the IB’s philosophical point of creating a greater community of learners engaging in intercultural understanding. One interviewee stated that his administration feels that the IB can be an elitist programme, and that is one factor regarding why their school is not considering adding another IB programme to the school, and is not advocating for more programmes to be implemented in its feeder schools.\textsuperscript{506}

Overall the response to the IB philosophy in BC schools has been positive, which is a key reason why the IB has continued to expand in BC. As one administrator stated about its popularity:

\textsuperscript{504} Pickering, interview, op. cit.
\textsuperscript{505} A school that offers the DP and the BC Dogwood diploma graduation path programs.
\textsuperscript{506} Interviewee 24.
It is due to the values that are associated with IB programme, its pedagogical approach, and its educational values framework. Parents and teachers like the inquiry and key skills development (that is not so much about content knowledge), and its strong core values; for example, the Learner Profile appeals to parents, teachers, and students. Critical thinking engages them to be internationally minded, which is inspiring and enriching.  

Some schools already had school cultures that embraced tolerance, and exhibited many aspects of the Learner Profile, so the addition of the IB was a seamless philosophical fit. Finally, one public school administrator shared this insight on how his opinion of the IB programme changed for various reasons, including the philosophical appeal of the IB:

Prior to assuming the Principal’s position at Sir Winston Churchill, my relationship with the IB bordered on inimical. Churchill’s Diploma Programme was one of two District IB programmes (i.e., open to students from throughout Vancouver) that captured some of the most academically capable students Tupper [Sir Charles Tupper Secondary School in Vancouver] had. You can imagine that this was not something well received by either me or my colleagues at Tupper as we tried to create a neighbourhood school that was as noted academically as it was in the areas of career education, ELL programs and special education offerings.

What struck me almost immediately and quickly changed my opinion of the DP following my transfer (particularly as I got to know much more about the programme) was how good it was for the students it served: global perspectives; inter-disciplinary thinking; service to community; and social responsibility, to name but a few elements. What was equally striking was the effect the IB DP had on the staff. The collaboration that happened and the support teachers of the DP provided one another was exemplary. My own belief at the time was that the IB had helped fashion a professional culture that truly was second to none in the Vancouver system.

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507 MacIntyre, interview, op. cit.
508 Tieche and Thornhill, interview, op. cit.
509 Little, interview, op. cit.  

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5.4 Pedagogical Reasons

5.4.1 IB Curricular Appeal

5.4.1.1 Specific Aspects of the IB Curriculum that are Appealing

The appeal of the IB’s curricular framework has played a role in the expansion of the IB in BC. Many of those involved in the IB noted that the international mindedness component of the curriculum could inspire rich, authentic educational experiences, both within the programme e.g. with the MYP personal project, CAS in the DP, or throughout schools that offer both IB and non-IB options. For example, at Richmond Secondary there is the “Global Perspectives” programme in Grade 12,

...a program where students embark on humanitarian trips to provide aid for those in developing countries. The Global Perspectives team of 2012/2013 will be assisting the Samoa government to repair damages caused by the 2009 Samoa earthquake and tsunami. This represents the 19th annual project since the programme’s conception. 510

The programme was developed, according to DP coordinator David Miller, as a “parallel, but separate stream of international-mindedness within the school, which is more development-oriented… [the courses] amplify each other.” 511

The IB programmes are flexible so they can be individualized to meet a school or district’s particular curricular interests. 512 It can also be offered in French: in BC it is offered in five CSF schools and one French immersion public school. 513 It is flexible enough that a student can complete one component of the IB e.g. PYP or MYP, and go into the regular BC graduation

511 David Miller, email, July 28, 2017.
512 “Programmes,” International Baccalaureate, op. cit.
513 See Appendix 2. “BC Schools IB Statistics as of October 2016,” op. cit. It is also offered in Spanish, but no BC school offers this alternative.
Dogwood diploma program and/or take another externally credentialed programme like AP. The IB Primary Years Programme overlaps with the new 2015 BC curriculum as it integrates indigenous ways of knowing into the curriculum, as one PYP coordinator stated, “The PYP programme of inquiry helps infuse aboriginal content into the curriculum…Global citizens, international citizens, and looking through the indigenous lens: the PYP curriculum gives you licence…and a vessel.”

There are opportunities for IB students to connect with their peers from different schools around the region. For example, as Leo Boissy, one of the teachers who was part of the roll out of the DP at one of the first IB schools in BC, Sir Winston Churchill Secondary, reflected,

Early in the IB’s existence in BC when it was just DP public schools in the Lower Mainland, there was a good effort to organize things for kids to bring schools together; for example, at PMSS [Port Moody Senior Secondary] there was something called Profound Pursuit (a version of Trivial Pursuit), but it was interactive so kids would run up and get questions, and play: it was an evening to bring kids together. Britannia had the World Music Programme…. there was an IB Olympics Day at Churchill…these were events that would bring kids together once or twice a year.

There is also the future possibility that some BC schools will be at the forefront of beginning to offer the newest IB curricular option: the Careers Programme (CP) graduation diploma. As of 2016, four schools had declared official “interest” with the IB, and Bob Poole, a Development Specialist for the IBO, said that he has had informal discussions about it.

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515 [https://www.bced.gov.bc.ca/abed/awp_moving_forward.pdf](https://www.bced.gov.bc.ca/abed/awp_moving_forward.pdf)
516 Kirsten Dixon, interview, op. cit.
517 Boissy, interview, op. cit.
518 “Career-related Programme,” op. cit.
519 See Appendix 2. “BC Schools IB Statistics as of October 2016,” op. cit. It is also offered in Spanish, but no BC school offers this alternative.
with several schools in BC.\textsuperscript{520} One school thought that it could be a great curricular fit with a digital field, such as creating a connection between a DP Film course and a professional organization like Vancouver Film School, which could then possibly lead to a student graduating with professional skills and certification, and be able to get work in a digital field right away instead of having to take additional post-secondary course work.\textsuperscript{521} However, there are some challenges that the CP presents. One interviewee stated, “We looked at it and on the surface it looks like a great fit, but… you have to take [at least] two IB DP courses:\textsuperscript{522} that work takes an intellectual level to produce, and the kids who would do Careers are not academic.”\textsuperscript{523} Another added, “When you look at the CP and why schools aren’t adopting it, a key reason is the language piece… [students who would likely take CP] don’t want to learn a second language.”\textsuperscript{524} Finally, many of the courses that CP offers can be found in the Dogwood diploma, so it would not make sense to pay the money to the IB and do the extra paperwork when you can do much of the same program for free in BC: it seems like a better fit at a school where there is no alternative to the IB programme.\textsuperscript{525}

Another reason why the CP may not be offered at schools is related to the fact that some IB courses can’t be offered in some public schools because there aren’t the minimum number of students required by the school board to run a class. At one school both DP History and DP Economics were not offered as there were not the minimum 20 students registered in the course for the 2014/15 school year.\textsuperscript{526} Schools that have too small an enrollment to offer a variety of

\textsuperscript{520} Poole, interview, op. cit.
\textsuperscript{521} Interviewee 24.
\textsuperscript{523} Interviewee 9.
\textsuperscript{524} Interviewee 24.
\textsuperscript{525} Interviewees 7 and 24.
\textsuperscript{526} Interviewee 15.
courses usually tell the students what will be offered, and they have to either agree or not take
the Diploma Programme e.g. one school was only able to offer three possible Higher Level (HL)
subjects (English, History, Biology) and then a few other Standard Level (SL) options to
complete the Diploma.\footnote{Interviewee 10. As a part of the full Diploma Programme, students must choose three HL subjects, and then the rest can be SL. "International Baccalaureate Diploma Programme: Standard Level and Higher Level Courses," IB Publications, last modified 2015, accessed July 29, 2017, http://www.ibo.org/globalassets/publications/recognition/slhl-brief-en.pdf.} However, some students can opt to take some courses online through Pamoja, the online IB authorized online course provider,\footnote{"Home Page," Pamoja, accessed July 29, 2017, http://www.pamojaeducation.com/.} if they are able to make that work with their learning style and schedule.

5.4.1.2 The Rigor of the IB

One of the main challenges of offering the IB is the rigor of some of their curricular
offerings, particularly in the DP, and, to some extent, MYP. This was a main theme of many of
the studies in the Literature Review in Chapter 2, and was also expressed by the vast majority of
interviewees. Despite a few coordinators and administrators saying that it is a “myth” that the IB
is too difficult, and the fact that several interviewees said that they work hard to dispel rumours
about the DP being “too hard, no time for anything else, no time for friends,”\footnote{Interviewee 7.} the vast majority
of those interviewed state that it can be too arduous, particularly in comparison to the BC
Dogwood diploma graduation program. Even though the new BC curriculum is quite similar in
philosophy to the IB curriculum, particularly regarding the Core Competencies being similar to
the ATL skills\footnote{The 2016/17 BC Curriculum Core Competencies are: Communication, Creative Thinking, Critical Thinking, Positive Personal & Cultural Identity, Personal Awareness and Responsibility, Social Responsibility "Core Competencies: Critical Thinking," op. cit., and the IB ATL (Approaches to Learning) are: Thinking Skills, Communication Skills, Social Skills, Self-Management Skills, Research Skills. "Approaches to Teaching and}
learning methodology, the pressure to submit something that is externally examined, like the personal project in MYP or the DP assessments, can be much more work than what is demanded provincially, for students and teachers. The differences between the MYP/DP and Dogwood graduation programs of study have come to be particularly different as there is little provincial oversight or accountability for Dogwood program delivery. As of September 2016, there were no longer any externally moderated provincial exams save Language Arts 12 in English board schools, and French 12 plus Language Arts 12 in CSF schools, and the new BC curriculum has few prescribed skills assessments with rubrics that are assessed. Even though programmes like the MYP can be demanding, one interviewee stated a possible result in regards to the inquiry process:

The MYP forces examination and to look at one’s work with different eyes…to think deeply and reflect…it can stretch [both students and teachers] out of their comfort zone…the MYP is more inclusive and students demonstrate learning in different ways…you can’t hire tutors [to create and present the inquiry-based projects], so students take ownership of their learning and communicate their learning differently to their parents…it's a great opportunity.

The DP subject demands are more rigorous than the Dogwood courses, and this curricular appeal is one of the reasons for the expansion of the IB in BC. David Miller, the DP Coordinator at Richmond Secondary School, stated that with the DP the IB has created a Vygotsky-esque Zone of Proximal Development,

The IB…what it demands of kids…is at the boundaries of their cognitive abilities at their age…The IB is able to identify just exactly what they are capable of learning, making decisions to stay in the zone of proximal growth….
To someone familiar with the Programme, it would be evident that the IB’s assessment practices are critical to creating the conditions to generate this effect, in particular 1) the use of Grade Boundaries that articulate specific descriptions of achievement; and 2) external moderation, which provides a profound disincentive for teachers to either artificially inflate a student’s grade and/or reward strong work habits/effective lobbying/wonderful personalities. Because the Grade Boundaries articulate what a student needs to be able to do in order to achieve a certain grade, the only thing the teacher needs to evaluate in IB is performance.

This is a vital element, easily overlooked. The reality is that students and their approach to the teacher, their classmates & their studies creates a dynamic that interferes with accurate assessment. But in IB, because teachers are aware that their assessment is being assessed itself, they go to great lengths to ensure that their assessment is accurate initially. Even still, their bias/belief in the abilities of their students is so strong that they overpredict by about 2.6 points per student per Diploma, if I recall Andrew Arida’s research correctly.

So it is key that the IB provides teachers, through Coordinators, with annual feedback on the accuracy of their assessment. This mechanism allows teachers the opportunity to examine their own assessment practices, and adjust accordingly to increase their accuracy and, equally important, become aware of their own biases.

As the DP can be considered too rigorous, students need to decide, and are often counseled in Gr 10 & 11, whether they would do better in the regular Dogwood program. Due to its rigorous externally moderated courses, students can be granted 1st or 2nd year university equivalency for the top grades they may get in those subjects by many tertiary institutions like UBC. As it can be challenging to get into tertiary institutions like UBC, some students feel like they would have an “edge” if they took rigorous courses like the IB. However, it is not

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536 Andrew Arida’s UBC presentation to BC high schools stated this point. Andrew Arida, "IB Students & First-year University Performance: The UBC Undergraduate Admissions Model," (lecture, Kay Meek Theatre, West Vancouver, BC, December 8, 2015).
537 Miller, interview, op. cit.
538 See Appendix 10. Andrew Arida, "IB Students & First-year University Performance," op. cit.
always the case that students/parents look at a school’s IB scores and enroll in an IB secondary school when looking for academic rigor that could give them that “edge.” When students and parents are making decisions about what high school to attend, they sometimes consider the Fraser Institute’s ranking of secondary schools that is mostly based on their grade 10-12 provincial exam results. However, what the 2015 report does not include were the results of those writing DP exams as students registered in the DP were exempt from writing grade 11 subject provincial exams due to the IB’s externally credentialed status. Consequently, some BC students in IB World Schools, who are often considered to be the “crème de la crème” academically, enroll in the DP and often do well on those exams, but those scores are not included in that Report’s rankings. Consider that the highest ranking that an IB World School received in 2015 was St. John’s School, an independent school in Vancouver with the continuum programme, which was ranked 10th. The highest ranked public DP secondary school was Richmond Secondary School at 52nd. Given that the Dogwood program is considerably less rigorous than the DP, it is clear that this ranking does not accurately reflect the nature of how strong a school is academically; however, this is not made clear in the report, in the media, or in any public school board or independent school publications. Consequently, this ranking can affect student and parent decisions to attend a school, which could affect the funding of the

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539 An example of what a school district would publish about its IB exam results in order to inform school stakeholders of the school’s DP achievement. “West Vancouver Secondary School IB School Profile,” op. cit. Not all schools do this: this would be a choice made by the school board.

540 The Fraser Institute is an “independent, non-partisan research and educational organization based in Canada” that uses academic testing statistical data to compare and contrast schools within a province. "Report Card on British Columbia's Secondary Schools 2015," Fraser Institute.org., last modified May 2015, 5-6, https://www.fraserinstitute.org/sites/default/files/british-columbia-secondary-school-rankings-2015.pdf. Interestingly, now that there are no longer any BC provincial exams in BC save Language Arts 12 for English language schools, and French 12/English 12 for CSF students, it is unclear how they will calculate their rankings.

541 Grade 12 English language students did have to write Language Arts 12, and CSF students had to write the French 12 and English language 12 exams to get their Dogwood diplomas. Jean-Philippe Schall, email August 1, 2017.

542 Interviewee 9.


544 Ibid., 34.
school, the nature of the offerings of the programme overall (less funding, fewer course offerings), and, ultimately, the expansion of the IB in BC. The rigor of the DP in contrast to the Dogwood program, and its impact on getting into a preferred tertiary institution, is examined in more detail in section 5.7 of this Findings chapter.

Despite—or because of—the rigor, it can be a challenge to accommodate all the students who are interested in taking the DP in a public school (not only in districts that allow applications from outside their district, but from within it). In all public schools, the school board contributes at least partially to each student’s participation in the programme, so the majority of boards have caps on the numbers of students who can enroll in the DP as it is costly. A unique situation is in North Vancouver School District where the board does not put a cap on the numbers that enter the programme: all students in a PYP (as of 2016 there were two, Capilano Elementary and Queen Mary Elementary) and MYP school (Carson Graham Secondary) are enrolled in those programmes, and anyone who wants to take the DP at Carson Graham can apply. There is a selection process regarding if the programme is the best academic “fit” for the student, but the school board has not put a cap on registration numbers. As of 2016 the school accepted out of district applications, which contributed to the school being at capacity: those interviewed attribute this situation to be partially due to the popularity of the MYP and DP. Regarding payment of fees, it is also notable to restate that the four CSF schools that offer the DP do not have student enrollment caps, and cover all of the students’ DP fees.

Some school stakeholders have expressed concern regarding the DP’s selectivity. As the DP can end up enrolling the academically strongest students who seek the rigorous challenge of

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546 Barter, interview, op. cit.
547 Schall, interview, op. cit.
the DP, it can be seen as “elitist.” Several interviewees commented that the IB can create a two track system in a school. One interviewee stated, “The IB appeals to our clientele: it’s like a private school in a public system.” Interviewee 8. Another interviewee stated that the current administrator at their school thought that the DP can be elitist. Interviewee 24. One interviewee discussed how they are trying to deal with this situation, “It started as an elite programme, and we made changes to make it more acceptable to take certificates [instead of the full Diploma] and show the community the value of the IB…. The IB cohort [is] finding a way to be balanced, and there is less stigma to being an ‘IB kid.’ Interviewee 7. The DP, despite its rigor, was not designed to be for the “elite.” As one interviewee said, “The longer we have run the programme, we have seen a change from the few who were prepared to go into the IB to wear ‘The IB: It’s So Hard!’ as a badge of honour for ‘the Few, the Proud,’ to them seeing its inclusivity and accessibility because of all of the support they would get, from their teachers, administrators and peers.” Interviewee 6. Some schools demonstrate how the IB is accessible to all by accepting all types of learners into the DP, including those who are in Learning Support, and dedicate resources to support them, though independent schools tend to be able to afford more resources and support services for such students. Interviewee 3. One administrator interviewee had a broad view of the programme concluding that any C+/B student can succeed in the DP, so it should not be seen as elitist and exclusive. Interviewee 11. While it is debatable as to whether the DP can be elitist, it seems that in most dual track (offers IB and Dogwood) schools in BC it

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548 Interviewee 8.
549 Interviewee 24.
550 Interviewee 7.
551 Interviewee 6.
552 Interviewee 3.
553 Interviewee 11.
seems clear that the DP, as David Miller stated of Richmond Secondary’s non-exclusive programme, “is for everybody, [but] it’s not for everyone.”

5.4.1.3 Conclusion Regarding Curricular Appeal

Schools choose the IB as a curricular option because, in general, the programme has an outstanding reputation, and that is connected to the hard work that goes into it, by the students and teachers, and the fact that that work is accountable externally. As stated by Chris Kennedy, Superintendent in West Vancouver, “On Professional Development days IB and non-IB teachers learn from each other….and parents talk on the soccer field about the excellent quality of the programme and their child’s experience.” Despite the fact that there is a lot of administrative paperwork (which can be reduced using online systems such as managebac), an immense amount of time giving feedback to students, particularly on student “reflections” that occur in almost every unit in every course in every grade (as well as doing your own as teachers, done so formally at the PYP and MYP levels), and the pressure to get your students “through the DP” with seemingly little time compared to the IB’s required contact hours, and get the students to achieve the scores that the students (and parents and schools) want, overall teachers love the curricular model and the nature of the students they get to work with because of it. Several public school interviewees stated that if a teacher does not want to teach the IB, their school board/union can and does transfer that teacher to a non-IB school. As stated by Andrew Arida, who is a UBC Admissions Associate Registrar and expert in the IB regarding UBC

555 Kennedy, interview, op. cit.
admissions/First Year student performance, and has done in depth studies of IB students for several years, observed, “It’s a program in which students who love to learn are being taught by teachers who love to teach…When you’ve got passionate educators and engaged students, that is remarkable in and of itself.”

Regarding the overall, curricular appeal of the IB itself and why it is likely that more BC schools will adopt it, Bob Pearmain, one of BC’s original IB administrators who has witnessed its evolution for 35 years, stated, “I think that the IB programme has a proven track record. It has had its stumbles and faults. [But] it is not a static programme: they are always doing something new. Since I have left they have developed an online programme [Pomoja] and Career-related programme. It is not stuck in a rut, so that is its strength.”

5.4.2 Finding Resources to Implement the Programmes

A key factor when a school considers adopting the IB is whether it can find and afford resources to effectively implement it. For the PYP and MYP, the resources that are used in the local curriculum e.g. the BC curriculum can be utilized. However, for the DP there is a need to obtain specialized resources as those courses are more advanced than the BC Dogwood Diploma courses. Consequently, it seems likely that the PYP and MYP can continue to be implemented in BC schools, and that the number of schools that offer these programmes is likely to expand, if one were to only examine this factor regarding additional line item budget items for resources. However, the additional resource costs could be considered to be a factor that can inhibit additional schools, particularly public schools, from adopting the DP in the future.

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558 Pearmain, interview, op. cit.
For those public and independent schools offering the IB, there are many English language resources available. In addition to resource lists that the IB has put together, a quick search of “International Baccalaureate” on Amazon.com produces approximately 1500 English language results. Consequently, an English language IB World School is only limited by its budget regarding how many they can purchase; however, “only” is quite different given the budgetary realities of each school and district that offers the IB.

The CSF and French-immersion IB World Schools face a unique dilemma: a lack of French language sources to use to teach the curriculum. Despite the IB being an officially trilingual institution (English, French, Spanish), as the government of France has rejected offering the IB at the state level (as they perceive their baccalauréat to be sufficient), publishers have not invested in translating key resources from English into French, likely due to the fact that the French language IB market is considered to be too small to be profitable. It has been particularly difficult finding French-language texts in Math and Science. BC schools have looked to DP schools in Quebec for resources, but because their students are in the CEGEP (Collège d'enseignement général et professionnel) system that is the equivalent of a Gr 12 and first year university college, those resources can be too difficult for younger students in BC to

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561 Interviewee 10.
562 Interviewees 10, 13, 22.
563 Interviewee 10.
understand.\textsuperscript{564} Also, some of the students in French schools may not even speak French at home, so they may not have the vocabulary to understand the math and science terminology; consequently, those classes can become first about teaching French literacy, and then about the content, which can make it more difficult for a student to find success in the programme.\textsuperscript{565}

Due to the challenges that can occur regarding finding resources e.g. the English language schools being able to afford to purchase specific DP resources, or the CSF schools being able to find them at all, this can be a deterrent regarding some BC schools choosing to adopt the IB.

5.4.3 Professional Development and Teacher Implementation of the IB Programme

5.4.3.1 IB Professional Development Opportunities

One attraction of the IB is the professional development available to teachers. In addition to being initially trained at a conference, a wide variety of opportunities for continued training as well as other ways to get involved are available. Teachers can be trained to join external moderation teams and become examiners. Teachers are encouraged to become examiners as it is an excellent way to find out how work that is produced in one’s subject field is assessed.\textsuperscript{566} However, being an examiner is a rigorous process in itself due to the nature of the moderation process in e-marking:\textsuperscript{567} during every examination session some IB examiners can and do “fail

\textsuperscript{564} Interviewee 10.
\textsuperscript{565} Ibid.
moderation” if their marking is not seen to be consistent with the senior team’s moderation decisions in a given subject. However, even if they fail in one session, it does not prevent them from retraining and trying again in another one. Despite the stress that can come with this experience, examining is the most popular form of IB professional development other than attending conferences. Teachers can also get professional development experience by participating in the curriculum review process which occurs in different time period cycles in the different programmes. For example, in the DP:

All DP curriculums are reviewed on a seven-year teaching cycle to ensure that each is fit for purpose in a changing world and incorporates the latest educational research and lessons learned from a thorough evaluation of the existing curriculum. Courses are either reviewed individually or together with other subjects in their group. DP curriculum review and development is an in-depth and inclusive process, drawing on the information and expertise from a wide range of resources.\(^{568}\)

As Brenda Ball, Senior School Administrator and DP Coordinator at Brockton School in North Vancouver stated, “Change is good: it gives you more tools in the toolbox.”\(^{569}\) All interviewees agreed with the sentiment of one who is relatively new to the IB who said that IB professional development offerings have been the best professional development she has had in her nearly 40 years of experience.\(^{570}\) One interviewee expressed how they appreciated the expectations of following a programme that is externally monitored which makes a teacher feel more accountable to do a great job; as well, it is an opportunity to network with teachers, both within the province and with those from around North America, if not the world.\(^{571}\)


\(^{569}\) Ball, interview, op. cit.

\(^{570}\) Interviewee 15.

\(^{571}\) Ball, interview, op. cit.
The IB offers teachers extensive, and ever growing opportunities for professional
development beyond going to workshops, being examiners or being involved in curriculum
development (as a teacher could do with the BC curriculum). Teachers can become trained to go
on site visits to see if a school should be authorized, or be a part of a five-year self-study team
School in East Vancouver, reflected,

> It was great to get out to see other schools in the US and elsewhere, and see how
> they are managed; for example, I went to Staten Island and visited a school like Britannia that was inner city socio-economically. It had many challenges and had also been successful, but it shows that the IB programme belongs in all kinds of schools...You make connections through examination, curriculum development and teacher training around the world with people from different backgrounds. You can get tunnel vision if you are only in one area geographically...it was a positive advantage to my school as I brought what I learned back into the classroom, and had more confidence and knowledge than I would have otherwise.\footnote{Boissy, interview, op. cit.}

Teachers can become involved with the BCAIBWS organization as it holds AGMs, as well
as professional development roundtables. There was a time when the organization was
dominated by DP teachers and their specific issues, which was difficult for the PYP and MYP
school representatives when they started to attend meetings in the early 2000s. It was also a
challenge when independent schools joined, especially as there was some conflict after the
province decided to partially fund independent schools.\footnote{Interviewee 22.} Finally, the CSF schools have
sometimes found it difficult to find commonality with the other schools as their schools have
unique dilemmas given the unique language and culture policies their schools have to
implement. However, there are now opportunities for each of the programmes to meet individually, including offering “Round Tables” “where experienced IB subject teachers offer help to other BC school IB teachers who may be new to the programme or are dealing with syllabus changes.” BCAIBWS also provides IB teachers and administrators with the opportunity to make connections between public and independent schools, demonstrated by the mixture of public and independent schools represented on the Board, the joint Innovation Partnership that was granted by the province, and other joint projects that have been undertaken by various IB World Schools.

One of the main successes regarding professional development and the IB is with the increased number of schools that have adopted the IB, there is a larger local base of schools “to collaborate, pool resources, and strengthen the programmes collectively.” This collaboration can straddle public and independent school lines. For example, teachers from Carson Graham Secondary School in North Vancouver, and two schools in West Vancouver, Rockridge Secondary School and Mulgrave School, applied together in 2015 and received a BC Innovation Partnership Grant as a part of the new 2015 BC curriculum’s “K-12 Innovation Strategy.” According to Kathleen Barter, the North Vancouver School District administrator in charge of the IB, the grant was meant to create a system that could help teachers to

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575 Schall, interview, op. cit.
577 Boissy, interview, op. cit.
580 MacIntyre, interview, op. cit.
focus on identifying and reporting out on the ATL skills. Using teacher collaboration through Pro D, guest speakers, and department groups, together the three schools examined what the ATLS look like in each discipline. The reporting out of the ATL is interim based, not in MYED BC. And is still a work in progress—we have also met with the Ministry of Education to establish a MYED version of it.\textsuperscript{582}

This partnership continued to exist as of 2016.\textsuperscript{583} Additionally, three schools, Carson Graham, Rockridge, and King George Secondary School in Vancouver collaborated with the Ministry of Education to create a new provincial reporting system that seamlessly links MYP reporting to the provincial student information system, MYED BC. It is based on MYP levels associated with the four criteria of each subject and the ATL skills; Abbotsford Middle School and Hugh Boyd Secondary School in Richmond were scheduled to start using this reporting system in September 2016.\textsuperscript{584} As stated by Kathleen Barter who directed this project, “The MYP IB report allows schools to report out on IB standards and Approaches to Learning [ATL], and meet the Ministry of Education reporting order.”\textsuperscript{585} Finally, the independent IB continuum schools have regular meetings that Mulgrave’s Deputy Head of School, Gordon MacIntyre, said “has led to some rich professional development.”\textsuperscript{586}

5.4.3.2 IB Professional Development Challenges

Due to the curriculum review cycle, teachers are supposed to go for professional development retraining when a new curriculum is implemented in order to understand how to teach the new curriculum and mark the new assessment/s; this can be costly. The cost of sending teachers/administrators to these sessions (that are mostly held in the US) can run

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\textsuperscript{582} Barter, interview, op. cit.
\textsuperscript{583} Ibid.
\textsuperscript{584} Ibid.
\textsuperscript{585} Ibid.
\textsuperscript{586} MacIntyre, interview, op. cit.
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between $3000 and $4000 (or more, depending on the exchange rate\textsuperscript{587}), so sometimes a school may not be able to afford to pay for teachers to do other professional development activities other than re-training. One benefit regarding professional development is that the BCAIBWS organization has been running IB teacher training workshops in Vancouver twice a year since the mid 1990s,\textsuperscript{588} so schools within the province can save some money by sending teachers to these local conferences.\textsuperscript{589}

There has been a call for “districts to recognize IB training as a discrete qualification”\textsuperscript{590} to teach in IB World Schools so that teachers who will teach the IB will have demonstrated that they have received an IB teaching credential, such as those offered by UBC’s Teacher Education Programme,\textsuperscript{591} or will be guaranteed to be trained before the IB teaching contract begins.

5.4.3.3 IB and Tertiary-Level Teacher Education

UBC is one of three universities in North America, and the only one in Canada, that has a Faculty of Education Teacher Education Program with an IB student teacher cohort.\textsuperscript{592} As the IB programme is highly specialized, this credential can lead to better employability (as one has a wider range of subjects one can teach), and the IB teaching credential is nationally and

\begin{footnotes}
\footnotetext[587]{Interviewee 15.}
\footnotetext[588]{Interviewees 18 and 22.}
\footnotetext[589]{“Workshops,” Home, last modified July 2016, \url{http://www.bcaibws.ca/july2017.html}.}
\footnotetext[590]{Little, interview, op. cit.}
\footnotetext[591]{“International Baccalaureate,” Bachelor of Education Program, last modified 2016, accessed July 30, 2017, \url{http://teach.educ.ubc.ca/bachelor-of-education-program/international-baccalaureate/}.}
\footnotetext[592]{“UBC’s International Baccalaureate Educator Stream Canada’s Only IB-recognized Teacher Education Program,” Bachelor of Education Program: International Baccalaureate, last modified 2015, accessed August 7, 2017, \url{http://teach.educ.ubc.ca/bachelor-of-education-program/international-baccalaureate/}. UBC is in the process of creating an M Ed in IB programme to train currently working professionally certified teachers how to teach the programme in order to increase employability and diversify the subjects one can teach. "Pro-D Announcement | M.Ed. in Curriculum Studies | International Baccalaureate (IB) Education," UBC Faculty of Education Professional Development & Community Engagement (PDCE), (2015), \url{http://pdce.educ.ubc.ca/pro-d-announcement-m-ed-in-curriculum-studies-international-baccalaureate-ib-education/}.}
\end{footnotes}
internationally transferable and recognized. As Isobel Willard, who in 2016 was an instructor at UBC teaching student teachers in the IB programme, stated:

The UBC IB teacher education program started in the 2013/14 school year. I came from Mulgrave for the 2014/15 school year to start the teacher training for the Diploma Programme (DP). It has had a high subscription but limited numbers, and the TEO (Teacher Education Office) has had a high subscription for the DP as its the advantage of another ticket and feedback from colleagues…its quality education taught the IB way so it’s very successful, especially as the DP lines up regarding ways of learning and knowing, and the international component, which is an asset. The IB Programme at UBC is known year to year with good word of mouth. The MYP is also offered and the PYP had to create 2 classes. The TEO is limiting it due to financial considerations; for example, two teachers, and I had a class of 32.⁵⁹³

As of 2016 several districts hire Teachers on Call specifically for their IB programmes, and it is from this pool of teachers that they look to hire future IB teachers in their district.⁵⁹⁴

5.4.3.4 IB Professional Development Conclusion

IB professional development is quite different from that undertaken by non-IB teachers in BC. While there are a set number of professional development days in BC, what occurs on those days is up to the school and the school/district is not accountable to the province regarding what is done. It is more extensive in the IB for many reasons, but a key reason is that because it externally moderates students, teachers and administrators annually and as a part of a curriculum review cycle and accreditation process, those involved have to keep up to date with the latest guidance and trends. The IB professional development can be seen as too arduous for some, but the majority of interviewees believe that it is beneficial and makes the IB an appealing curricular option.

⁵⁹³ Willard, interview, op. cit.
⁵⁹⁴ Barter, interview, op. cit.
5.4.4 Staffing Challenges in IB Public Schools

One of the challenges of a public school being able to successfully implement and continue to run an IB programme is maintaining properly trained staff in a public school system that shifts its teachers between IB and non-IB schools. There are concerns, particularly regarding when a new teacher begins teaching the IB curriculum. There are valid school stakeholder concerns if a teacher is given an IB position (particularly a DP one, where the result of the final assessments can affect university acceptance) and hasn’t been trained. This can occur, for example, if the school district has cut funding for teacher training. It can also occur when a teacher has been shifted to an IB job due to seniority clauses in the union contract that was negotiated between the teacher union and the school board, and has not had time to be trained.595 For example, at Southlands Elementary School, it was difficult to implement the PYP as teachers would go to an IB workshop and be trained, and then at the end of the year, due to the nature of the contract that had been negotiated between the union and the Vancouver School Board regarding seniority, teachers could be laid off or transferred, and new teachers would come in and have to be trained again.596 Costs like this could prevent the IB from expanding, or from continuing to exist, particularly due to educational funding cuts such as the ones the Vancouver School Board was dealing with in July 2016.

Interestingly, there can also be a problem when the IB is introduced into a public school and a teacher does not want to teach it, which can be related to the fact that they do not want to change their teaching style and do the ongoing professional development required to teach the IB. There is a valid concern on the part of teachers that the IB is documentation-heavy,

595 Interviewees 11, 21, 22.
596 Interviewees 11 and 21.
particularly in the PYP and MYP where teachers have to, for example, fill out detailed lesson and unit planning documents that are submitted to the IB. For example, it can be a challenge in the PYP regarding time management when one has to teach six week units of inquiry that require planning, teaching, and reflecting, and to make sure that there aren’t longer units in the fall resulting in the spring units being too short (though a PYP coordinator can help by meeting with the grade teams regularly to help them to keep on track).\textsuperscript{597} Such extensive documentation is not required of teachers teaching Dogwood courses. Teachers teaching IB courses are not paid more for having to do this extra documentation. Consequently, this inequity of required duties in job descriptions and compensation can cause some teachers to not want to teach the IB.\textsuperscript{598} If a public school teacher is offered an IB position and doesn’t want to teach it, then they go somewhere else in the district.\textsuperscript{599} How can a district determine who is offered an IB position? In North Vancouver, a former superintendent negotiated terms into the contract as of 2016 where IB teaching positions were granted first by skill set, and secondly by seniority.\textsuperscript{600} A negative consequence for teachers can be that those teachers who leave their school can be made “surplus,” and could displace people in other jobs if they have seniority. This situation can disrupt the culture of the school the teacher is leaving and joining. If a teacher does not have seniority, they could be relegated to the Teacher on Call list. Even though school districts are paying the IB to implement their programmes, and teachers/schools are being externally moderated, IB teacher qualifications are not always given priority. Finally, there is the difficulty of what happens when an IB Coordinator or an administrator leaves their position. DP Coordinators often have to work into the summer as that is when IB grades are posted, and

\textsuperscript{597} Interviewee 13.
\textsuperscript{598} Interviewee 12.
\textsuperscript{599} Interviewees 8, 12, and 21.
\textsuperscript{600} Barter, interview, op. cit.
students find out if they got into their university of choice: it is the DP Coordinators (as well as counselors) who call the universities and advocate on behalf of their students to get in. As stated by an interviewee:

Every time a coordinator or a principal retires it is like reinventing the wheel. They don't understand the percentage equivalents for the point system or the concessions vis-à-vis the Ministry. It takes at least two years to get them on the page, if they are interested. Principals [in some districts] …can change every two years...it can be exhausting! ... and not in the students’ best interests.

When a school board is looking at budgetary line items to cut to balance a budget, one of the areas considered is “professional development training.” Public school districts that annually shift their employees between non-IB to IB schools incur more costs, so it could be part of the reason to cut the IB programme in their district, thereby potentially hindering the expansion of the IB in BC public schools.

5.5 Legislative Reasons

When the IB was first offered in BC schools it was considered to be a “special program” that could contribute to a student’s BC graduation course requirements as an elective, and it was specially noted on transcripts. In 1995 the BC Ministry of Education created a new Graduation Program that went from being “course” to “credit” based. It created new “Foundation Studies” graduation “requirements” that DP courses qualified for. It was felt that DP courses “offer students’ opportunities to expand and accelerate some or all of their educational

601 Interviewee 9.
602 Interviewee 22.
604 Ibid.
605 Ibid., 56.
606 Ibid., 62-67.
The BC Ministry of Education’s Annual Report for 1995/96 went further in justifying its authorization of the IB:

BC students outperformed students from around the world in programs offering advanced standing in college…a greater proportion of students in BC than in North America were awarded International Baccalaureate diplomas (93% vs 78%). IB courses meet internationally recognized standards of achievement…ensure credit portability and are directly relevant to pursuing further education; they are recognized with equivalency standing at many universities around the world. The rapid expansion in recent years of IB…courses offered in secondary programs reflects the [BC educational] systems’ growing responsiveness to students’ needs for a broadened scope of education and training.

Several of the interviewees for this thesis were part of the group that lobbied the Ministry of Education to get this recognition. As Bob Poole stated:

Brita Gunderson-Bryden was our key contact at the Ministry, and it was through her that we were successful in gaining recognition for the DP. There was great cooperation between the Ministry and the BC Association of IB World Schools (BCAIBWS) in this work. I was the Chair of the Association at the time.

The BC Ministry of Education granted DP courses new provincially authorized course codes that were used on graduation transcripts. IB students who would write DP exams in May of their Grade 12 year usually still completed the equivalent BC course provincial exams in June, “Most students enrolled in…IB courses in subjects for which there is a Grade 12 examination will wish to successfully complete the Grade 12 course and write the provincial examination.”

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608 Ibid., 8.
609 Ibid., 37.
610 BCAIBWS was formed in the mid 1980s to represent the interests of BC IB World Schools. It was recognized by the BC government as an “educational society” in the late 1980s. Bob Poole, interview, op. cit.
611 Poole, email, op. cit.
613 Handbook of Procedures 1995-96: Provincial and Scholarship Examinations and Transcripts (incl Graduation Program), op. cit. Interestingly, this language changed in the 1996/97 Handbook, “Most students enrolled in an…IB course with a related provincially examinable course must complete the provincially examinable course as well.”
teachers taught the IB and provincial Dogwood diploma\footnote{“Dogwood Diploma: a certificate granted to a student who meets high school graduation requirements. Also known as the British Columbia Certificate of Graduation (1995/96).” \textit{Ministry of Education, Skills and Training Annual Report July 1, 1996 to June 30, 1997}, (Victoria, BC: British Columbia Ministry of Education, 1997), 80.} course content in combination (as was recommended by the province\footnote{\textit{Handbook of Procedures 1996-97: Provincial and Scholarship}, op. cit., 45.}): DP students took their six IB course exams\footnote{Each IB course has Paper 1, 2 and 3 components: each “paper” is a separate exam and has varying levels of difficulty and amounts of time that can be expended e.g. it can take up to three days for an IBDP student to finish one IB course’s exams. However, DP candidates do not have to complete all 3 papers for every course that they take: it depends on the courses that they select. “Understanding DP Assessment,” Programmes, last modified 2016, accessed July 31, 2017, \url{http://www.ibo.org/programmes/diploma-programme/assessment-and-exams/understanding-ib-assessment/}.} in May and then revised for the equivalent provincial course exams in June, potentially sitting for 21 exams in two months!\footnote{For example, a student could write six Paper Ones, six Paper Twos, and three Paper Threes (Ibid.) in addition to six provincial exams, for a total of 21 exams!} Grades were submitted for both IB and Dogwood courses for BC graduation transcripts.\footnote{\textit{Handbook of Procedures 1996-97: Provincial and Scholarship}, op. cit., 45.} Particularly as writing all of the exams was a difficult academic strain on students, the number of schools offering the Diploma Programme barely expanded in the 1990s.\footnote{See Appendix 1. “BC Schools IB Statistics as of July 2015,” op. cit.}

In 1998/99 “\textit{dual credit}\footnote{“Dual credit: credit for secondary school graduation that is also recognized for transfer of credit in courses and programs in post-secondary institutions.” \textit{Ministry of Education 1998-99 Annual Report}, (Victoria, BC: British Columbia Ministry of Education, 1999), 37.} began to be offered for externally credentialed courses like the DP. Although DP graduates took advantage of this financial and academic opportunity, the number of schools offering the DP did not start to grow noticeably until 2008, so this may not have been an essential factor in the IB’s expansion in BC; however, the IB school authorization process can take several years, so perhaps several schools and districts did begin to look into this advantage provided by the IB due to this change.

In 2004, a new BC Graduation Program began that included a change that contributed to the expansion of the IB. Provincial exams were only required for three Grade 10 subjects (Language Arts, Science, Math), Social Studies 11 (SS11), and Language Arts 12.\footnote{\textit{The Graduation Program 2004}, (Victoria, BC: BC Ministry of Education, 2003),10.} Some
Grade 11 DP courses (History, Geography) were recognized as being equivalent to Social Studies 11, so DP students did not have to write the SS11 provincial exam; however, Language Arts 12 still had to be written. Some students, both IB and non-IB, continued to write provincial exams in provincial or equivalent DP courses in order to qualify for scholarships; as of 2014/15, DP exam results qualified students for provincial scholarships. As of 2016, the only BC provincial exam that DP students had to write was Language Arts 12, but this can be written in January or April of the second semester of Grade 12 instead of having to continue school after IB exams are completed in May. This is for all English language IB schools: students from CSF IB schools have to write both the provincial Language Arts 12 and French 12 exams. The IB document “A Look at Canadian Provincial Practices” summarizes the DP/provincial exam equivalency situation as of 2006/07:

BC allows students to replace the provincial examination with the IB program in all core subjects…BC will award provincial scholarships on the basis of IB results…. IB courses fulfill graduation requirements. However, IB students must write the English 12 provincial exam but are exempt from all other provincial exams…IB full Diploma students can qualify for provincial scholarships on the basis of their IB marks…IB students in the French Immersion Programme can meet requirements for the French Immersion Certificate through the IB Diploma Programme and by taking IB courses in French. In addition, students may also qualify for the IB Bilingual Diploma.

625 Schall, interview, op. cit.
626 Schall, interview, op. cit.
627 Bob Poole clarified the definition of equivalency based on his work with the IBO and working with the Ministry, “Be careful using the word “equivalent” as it can be loaded politically…. “equivalent” can lead to an interpretation of better or worse or different, so it’s better to say “It meets the goals expected.” Poole, interview, op. cit.
629 Ibid., 2.
As of 2016 there were negotiations occurring between the IB and the BC Ministry of Education to get DP students exempted from writing Language Arts 12, and for CSF students French and English 12.\textsuperscript{630}

As of the 2014/15 BC Graduation Program, the BC Ministry of Education granted DP point scores a BC provincial equivalency regarding GPA calculations and scholarship decisions as follows: an IB “3” = 70% (C+), “4” = 76% (B), a “5” = 86% (A-), a “6” = 90% (A) and a top score of “7” = 96% (A+).\textsuperscript{631} DP students, if they are full Diploma candidates, write six DP exams,\textsuperscript{632} and they need 24 points to get their DP diploma (a perfect score is 45, but that is a rarity internationally).\textsuperscript{633} Andrew Arida, UBC Associate Registrar & Director, Student Recruitment and Undergraduate Admissions, explained what IB/Dogwood equivalency can look like from a university admissions perspective:

An IB student with a 28 on anticipated scores (excluding the three additional points [on TOK and Extended Essay]) or a 29 on their final IB score (including the additional points)\textsuperscript{634} is likely to perform at UBC at the same level as a BC high school student with an admission average of 87% (87% being the level required to achieve an A in the BC system).\textsuperscript{635}

\textsuperscript{630} See Appendix 11.
\textsuperscript{631} This IB/provincial grade equivalency is shown and explained here, "West Vancouver Secondary School IB School Profile," op. cit. UBC uses the same equivalency to determine university entrance: please see "Applicants with International Baccalaureate and Advanced Placement Courses," Vancouver Academic Calendar 2016/17, last modified 2016, http://www.calendar.ubc.ca/vancouver/?tree=2,279,0,0.
\textsuperscript{633} “Understanding DP Assessment," op. cit.
\textsuperscript{634} “In the DP, students receive grades ranging from 7 to 1, with 7 being highest. Students receive a grade for each DP course attempted. A student’s final Diploma result score is made up of the combined scores for each subject. The diploma is awarded to students who gain at least 24 points, subject to certain minimum levels of performance including successful completion of the three essential elements of the DP core. The theory of knowledge (TOK) and extended essay (EE) components are awarded individual grades and, collectively, can contribute up to 3 additional points towards the overall Diploma score. Creativity, Action, Service – the remaining element in the DP core – does not contribute to the points total but authenticated participation is a requirement for the award of the diploma.” “Understanding DP Assessment." "Understanding DP Assessment," op. cit.
\textsuperscript{635} Arida, "IB Students & First-year University Performance,” op. cit.
Consequently, DP students tend to have higher GPAs, which make it easier for them to get into their preferred tertiary institutions, win provincial scholarships, and receive dual credit. These factors make taking the DP more attractive to both academically motivated and financially challenged students. Between 2005 and 2015 the number of BC DP schools more than doubled.\textsuperscript{636} this is likely linked to BC’s educational legislative changes.

5.6 Economic Reasons

5.6.1 Paying for the IB Programmes

One of the most important factors determining whether the IB will continue to expand in BC (or internationally) is whether a school or district can afford to implement it. For those schools that have established and continue to offer the programmes in their schools, a significant amount of that school or district’s budget has had to be put aside for it. When one makes such a costly line item decision, it can have budgetary consequences regarding what other programs can be offered. For the schools in BC that have dropped offering the IB, its costliness was a key factor.\textsuperscript{637}

The cost of the IB programmes varies, but runs in the thousands of dollars per school, per year, and the amount of those fees that students pay is determined by the school/district.\textsuperscript{638} A special problem for Canadian schools is that their fees to the IB are paid in USD, so when there

\textsuperscript{637} Poole, interview, op. cit.
\textsuperscript{638} There are fees for the different elements of the IB programme. Please see "Fees for Authorized Schools," Become an IB School, last modified 2016, accessed July 31, 2017, \url{http://www.ibo.org/become-an-ib-school/fees-and-services/fees-for-authorized-schools/}. There are separate fees for assessing external exams (note the MYP e-assessment is an optional part of that programme as of July 2016). "Fees," IB Assessment Fees and Services, op. cit.
is a large currency disparity in favour of the USD, the programme becomes much more expensive.\textsuperscript{639} All of BC’s public schools pay part or most of the costs of the programme:

There is generally strong public funding for the DP in Canadian public schools, with students not paying much (if anything) for a DP education, which is generally provided for by school district funds. The DP is favorably viewed by several (provincial) Ministries of Education, for instance in British Columbia, where a student who ‘meets the diploma programme obligations’ is granted high school graduation in that province.\textsuperscript{640}

But to be clear: there is no money specially designated from the BC Ministry of Education to schools to deliver the IB programmes. Informal discussions occurred between BCAIBWS and the Ministry of Education regarding if the Ministry could help fund the IB. However, those discussions stopped after Christy Clark became the Minister of Education in 2001.\textsuperscript{641} The monies to pay for IB programmes come from each Board’s budget based on the provincial funding formula.\textsuperscript{642} IB funding decisions are determined by individual school boards; for example, Vancouver School District does not charge students for PYP or MYP programs, but does charge fees for the DP.\textsuperscript{643} Public school PYP and MYP schools in BC do not charge students to take the programme as in the schools that have it, all students are required to be registered in it (there is no other curricular option). Almost all of the IB English language public schools charge fees to take the DP: an example of such fees can be found on the link to the IB Parent Night presentation from R.E. Mountain Secondary.\textsuperscript{644} However, notably, as of 2014,

\begin{itemize}
\item \textsuperscript{639} Interviewees 5, 11, and 15.
\item \textsuperscript{640} Abrioux and Rutherford, op. cit., 19.
\item \textsuperscript{641} Interviewee 9.
\item \textsuperscript{642} Barter, interview, op. cit.
\item \textsuperscript{643} “Item 3: School Fee Schedules for 2014-15. From District Management Team to Management Coordinating Committee (Committee I),” \textit{Interoffice Memorandum VSB (Vancouver School Board).} (May 2, 2014), \url{https://www.vsb.bc.ca/sites/default/files/publications/School%20Fee%20Schedules%20for%202014-15.pdf}.
\end{itemize}
Abbotsford Senior Secondary did not charge its DP students any fees. Interestingly, the five French language schools are unique as the CSF board chooses to pay 100% of the costs for all of the IB programmes it offers. For BC independent schools, IB fees are included in the school tuition fees. The cost of taking the IB has been partially offset since 1996 by the Independent School Act’s provincial funding formula that gave public monies to independent schools.

5.6.2 The Independent School Act and its New School Funding Formula

Non-state BC schools have been receiving partial public funding since BC Premier Bill Bennett began distributing public monies to private schools in 1977. The Independent School Act of 1996, and its subsequent amendments, provided for increased public funding of independent schools. According to the current Act’s amendments, two “Groups” of independent schools qualify for public funds: “Group 1 - funded at 50% of the per-student operating grant of the district in which the school resides; Group 2 - funded at 35% of the per-student operating grant of the district in which the school resides.” In the 2010-11 school year, this was a significant amount of funding for independent schools: $249 million, including $204 million in

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646 Schall, interview, op. cit.
648 A main difference between Group 1 and 2 schools is that “A Group 2 school must satisfy all the requirements for a Group 1 school, except the per-student operating cost requirement. If the school's per-student operating cost exceeds the per-student operating grant amount issued to the local public school district in which it is located, the independent school is classified as Group 2.” "Classification of Independent Schools." Independent School Policies. Last modified 2016. Accessed July 31, 2017. [http://www2.gov.bc.ca/gov/content/education-training/administration/legislation-policy/independent-schools/classification-of-independent-schools](http://www2.gov.bc.ca/gov/content/education-training/administration/legislation-policy/independent-schools/classification-of-independent-schools).
per-student grants went to Group 1 and Group 2 schools. According to Crawford Killian, a former college professor and current BC education media critic, as of 2014:

Aided in part by taxpayers' dollars, the private schools have expanded rapidly. According to FISA [Federation of Independent School Association] numbers, in 1977-78, the first year of the subsidy [before the Independent School Act], private school enrolments were just 4.3 percent of the total -- less than one in 20 children. Ten years later it was 6.6 per cent, and in 1997-98 it was 8.4 per cent. By 2007-08, 10.8 per cent of all students in B.C. were in private schools, and in 2012-13 the number was 12 per cent -- one student in eight.

The first BC independent school to offer the IB, Glenlyon Norfolk School, did so in 1996, and within the subsequent 10 years, four more independent schools implemented it. From 1996-2016, 12 independent schools began to implement the IB in comparison to 19 English language public schools, and five CSF schools. These comparative numbers are slightly misleading, however, as several of the independent schools, and some of the public schools, are partial or full continuum schools, so a more accurate comparison regarding the expansion of the IB in BC could be the number of new IB programmes that were funded in each sector from 1996-2016: 27 in independent schools, 20 in English language public schools, and seven in CSF public schools. Also note, during that time two public secondary schools, G. W. Graham Middle School in Chilliwack (2008-16) and Highland Secondary School in Comox (2012-2016), implemented the IB, and then stopped doing so, and a factor in those decisions was that the IB was considered to be too expensive. Of the candidate schools that as of July 2016 were in the process of obtaining IB World School authorization, six of them were independent (seeking to

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650 Ibid.
652 Ibid.
653 Ibid.
654 G.W. Graham was no longer authorized but Highland Secondary was, as of July 2016. Ibid.
fund seven programmes) versus four that were public (seeking to offer four programmes). A reason that independent schools have been able to afford to implement and maintain the IB, or are able to seek to do so, has been in part due to the funding they have received from the BC Ministry of Education.

The number of independent schools in BC has expanded since the Independent School Act, and some of them elect to offer the IB programme. During and after the BC teachers strike in 2014, there was an expansion of enrolment in independent schools. In the fall of 2014 in the midst of the BC teachers’ strike, independent school enrollment “spiked.”

The Federation of Independent School Associations of B.C. [FISABC] that represents non-public schools across B.C. is reporting a 4.5 per cent preliminary increase in the number of students this September. “Families want stability in education,” said Peter Froese, executive director of the Federation of Independent Schools. “They want a place to put their kids, where they can count on the fact that the schools are open. Our kids are all in school at the present time.” …. Altogether they [FISABC] represent a combined enrollment of 76,000 students who are in school this week while the nearly 500,000 public school students get an extended summer holiday."

In February 2015, months after the teachers’ strike had concluded, Peter Froese discussed the growth of BC independent schools, linking a student’s desire to avoid missing school, with the opportunities provided by specialized programming that are offered:

Student enrolment at private-sector schools jumped 6.75 per cent (in 2014) …. Beyond labour disruptions, there are many reasons parents choose independent schools, such as wanting faith-based education or specialized programs [e.g. AP, IB] for their children.

655 Ibid.
Of the 45 BC schools that are IB schools, 14 are independent schools, and a strong majority of candidate and interested BC IB schools are independent. The IB is not offered in a majority of BC independent schools, but the number of BC independent schools offering the IB is growing.

5.6.3 “Open Enrollment” and a New Provincial Funding Formula for Public Schools

In 2002 the BC Ministry of Education allowed for “open enrollment.” According to Professor Daniel J Brown:

In 2002, the government of British Columbia passed new legislation making school catchment boundaries permeable in districts that did not already practice open enrollment. The legislation is a departure from the neighbourhood schools policy that offers uniform educational services to all students. It gave BC parents and students the right to choose among schools, with the proviso that local students still have first priority at their neighbourhood school and cannot be displaced.

A key finding in his study, conducted only two years after the legislation, was that one reason students left their school catchment was to go to a school that offered specialized programs, such as the IB. In addition the report stated,

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661 “Catchment area: means, in relation to a school, the geographical area established under section 75.1 as the catchment area for the school.” School Act, C-13 “74.1 (1) “catchment area child” means a person (a) of school age, and (b) resident in the catchment area of the school.” C-58 “75:1 (1) A board must establish for each school in its school district...a catchment area consisting of a geographical area around the school that includes all or part of the school district.” C-61 “Open Enrollment” led to the amendment of this section effective July 2002, “75.1 (2) A board may amend the catchment area established for a school under subsection (1)” C-61. School Act: Revised Statutes of British Columbia, 1996 (with Amendments through September 15, 2015), (Victoria, BC: BC Ministry of Education, 2015).
662 Brown, op. cit. 38, 68.
The loss of students, either actual or prospective, is a concern to principals. One admitted losing sleep and asking himself the question, “Am I doing something wrong?” Another said, “We were on the losing end of the school choice, school transfer process...and I want to know why.” Specialty programs such as the International Baccalaureate… had attracted students away from his school.\(^{663}\)

In order to avoid losing students, and even more, in order to gain them, school districts began to offer and/or expand their academic specialized programming including the IB. For example, out of district enrollment increased in 2014 in North and West Vancouver public schools: in West Vancouver students came from North Vancouver, other parts of the Lower Mainland, and abroad, about 1000 in total a year, and was up by 160 in the fall of 2014; in North Vancouver enrollment from out of district was up by almost 100 students:\(^{664}\) as of 2016, all of their IB schools were at capacity,\(^{665}\) even at schools that some questioned could do well as an IB school such as Queen Mary Elementary School. As a \textit{North Shore News} article summarized in 2014:

As part of an attempt to bring students in, Queen Mary was recently chosen as an International Baccalaureate school - which emphasizes problem solving and global citizenship. Some people initially questioned that choice for an "inner city" school with complex demographics. Roughly 40 per cent of the school's population is learning English as a second or third language... The Queen Mary catchment area also has the lowest per capita income of any North Vancouver school. [Principal Bill] Reid doesn't see any of that as an impediment to an IB program.... IB is "not an elite program. It's a program designed to foster teamwork and collaboration and investigation," said Reid.\(^{666}\)

After the introduction of the IB, Queen Mary went from being a school that some parents in the district did not choose to enroll their children in, to being a school with a waiting list from

\(^{663}\) Ibid., 74.
\(^{664}\) Seyd, op. cit.
\(^{665}\) Interviewees 6, 7, and 8.
those interested coming from both inside and outside of the district.  

Several of the interviewees for this study said that a key reason why the IB was introduced in specific schools in their district was that they faced problematic low enrolment that could possibly lead to school closure, so offering the IB was done as a draw; for example, this was done at Capilano and Queen Mary elementary schools in North Vancouver, Cypress Park, West Bay, and École Cedardale in West Vancouver, and École Gabrielle-Roy in Surrey, and now all of those schools are at capacity, and some have waiting lists. However, the “If You Build it, They Will Come” scenario has not been the case in all areas; for example, Britannia Secondary School in East Vancouver has faced declining enrolment issues as recently as 2016 despite having the DP.

One of the main reasons that schools have stopped offering the IB is due to it being an expensive program. As of September 2016, five BC public schools had had an IB programme and dropped it. According to Bob Poole:

…the reason they would usually say [regarding why they stopped offering the IB] was ‘financial,’ but a number of schools never built the programme beyond its minimal size, and it is a lot of money for only a few kids and teachers, so the value for money is not there; … [and] in Kelowna, AP was cheaper.

When one compares the fees for a DP exam versus an Advanced Placement (AP) exam (another externally credentialed graduation program offered in BC), the difference can be considered to be substantial for a public school subsidizing the programme: in 2016-17 the fee for each AP

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667 Interviewee 8.
668 Interviewees 9 and 13.
670 Poole, interview, op. cit.
exam for 2016-17 was $93 USD (without “fee reduction”) whereas the DP has two fees, a one
time “student registration fee” of $168 USD and per subject fee of $116. An additional cost of
running the programme versus the Dogwood Diploma, in addition to the authorization, annual
fees and examination fees (which also include rewrite, inquire about results, and changing
exams), and specialized training of teachers, is that the district needs to pay for an IB coordinator
to run each programme, which can be, and often but not necessarily is, a full-time position.
Some districts even pay for additional coordinators for CAS and/or the Extended Essay.

Highland Secondary School, that in 2012 became the only English IB public school on
Vancouver Island, as of the spring of 2015 was finding it a challenge to keep the programme
running. As stated in a School District 71 (Comox Valley) Memo about changing school district
boundaries in February 2016, a question was asked about how the redistricting could affect
Highland’s IB programme; it stated:

The boundary changes being considered for the Secondary schools does not have
a direct impact on the IB program offered at Highland. One of the goals of the
boundary change is to increase the student population at Highland Secondary
School. With a larger student population there may be more students interested in
programs such as IB.

As of September 2016, Highland was still an authorized IB World School, but it did not offer the
DP. There is no mention of the reason why this decision occurred in the school board minutes
from 2016. As of July 2017 the school is still considered to be officially authorized on the

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https://apstudent.collegeboard.org/takingtheexam/exam-fees
672 “Fees,” IB Assessment Fees and Services, op. cit.
673 Interviewees 6, 7, 15.
674 Tom Demeo, Phase 5 Macro Boundary Consultation Superintendent Recommendation School District 71
%20Final%20Superintendent%20Recommendation%20to%20Board.%20February%2023.%202016.pdf
http://www.sd71.bc.ca/Board/RegularBoardMeetings/Pages/default.aspx.
IB’s “Find an IB World School” website; however, the IB is no longer listed as a specialized program on the school board’s website.\(^{676}\)

School districts with more students are allocated more funding by the BC Ministry of Education. According to the current Ministry of Education funding procedure established in 2002, “Public school funding is allocated using a largely student-based funding system, with the majority of funding allocated on a per FTE (Full Time Equivalent) basis.”\(^{677}\) School districts that have more students in their district are allocated more funds; consequently, this could be a reason for the increase in the number of school districts offering IB programmes.\(^{678}\) From 2003-2016, the total number of IB schools went from 11 to 45, with the most notable increase being in the number of Primary and Middle Years Programmes offered.\(^{679}\) It should be noted, however, that that provincial funding goes to the district, and then the district decides how much money goes to the school/s with the IB programme/s, and how much is used for general funding for the district.\(^{680}\)

Schools that offer the DP have additional, unique funding parameters. Funding is allocated as per a formula that takes the number of courses that a student is taking into

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\(^{676}\) Ibid.

\(^{677}\) “K-12 Funding: General,” BC Ministry of Education, (September 1, 2002; revised January 2014), http://www2.gov.bc.ca/gov/content/education-training/administration/legislation-policy/public-schools/k-12-funding-general. Also see the School Act Part 8—Finance, Division 1—Provincial Funding starting on page C-95 with separate amendment documents as of 2002. *School Act: Revised Statutes of British Columbia, 1996 (with Amendments through September 15, 2015).*

\(^{678}\) See Appendix 9. "BC Schools IB Statistics as of July 2015," op. cit. In my research I was not able to locate publically available figures regarding inter-district student enrolment (other than what was reported in Jane Seyd, "Enrolment up in North Vancouver, West Vancouver Schools International Students, New Programs All Boost Numbers," op. cit.). There are some districts that do accept students from outside of their district such as Richmond Secondary, Semiahmoo Secondary, and the IB World Schools in North Vancouver School District and West Vancouver School District. But there are other districts that do not accept students from outside their district e.g. R.E. Mountain Secondary in Langley, and the IB programmes in Vancouver School District.


\(^{680}\) Interviewees 9 and 15.
consideration. When a school district offers the DP, each full Diploma student is required to register for six academic courses that are taught over two years (“Year One” and “Year Two”). As they are taught over two years, students are funded for six courses each year. For example, a DP student could take History as one of those six courses: the student would be funded for Grade 11 (e.g. History 11), and for Grade 12 (e.g. History 12), and the content and skills from Years One and Two are combined and assessed in the final IB course exams in May of Year Two (Grade 12). In addition, DP students have to register for other mandatory components of the DP that are provincially authorized and funded as four credit courses, such as CAS, TOK, and the Extended Essay. These are offered as courses in Grade 11 and Grade 12. Consequently, a DP student in Grade 11 and 12 could be enrolled in 18 courses over two years (and some students opt to take even more courses, within the IB Diploma or provincial/locally-developed electives). In comparison, a student taking the BC Dogwood Diploma in Grade 11 and 12 would take, on average, fewer courses to graduate (and with regard to discussions that took place in 2016 speculating about the still to be rolled out Gr 10-12 Graduation Program for the new curriculum, students could technically graduate by the end of Grade 11 if they were to finish their coursework ahead of time e.g. through summer school, which could also reduce the funding to the district). Consequently, districts that offer the DP have students taking more courses, so that district gets more funding than those that do not. Since the open enrollment and new

681 “Secondary students in Grades 10 to 12 FTE: Calculated based on each eligible full course (four credits) funded as 0.125 FTE… Operating grants are recalculated and finalized based on actual enrollments as reported on September 30.” K-12 Funding: General,” BC Ministry of Education, (September 1, 2002; revised January 2014), http://www2.gov.bc.ca/gov/content/education-training/administration/legislation-policy/public-schools/k-12-funding-general.


683 Handbook of Procedures for the Graduation Program 2015/16, op. cit.

684 Interviewee 9.
provincial funding procedures for public school districts began to have an impact in 2003, the number of schools offering the DP more than doubled by 2016 from nine to 18 (including the four CSF DP schools that have a similar FTE funding formula\(^{685}\), indicating a link.\(^{686}\)

To conclude regarding the possible continued expansion of the IB in BC schools, it seems that the main issue is cost. Even though there is a trend regarding more independent schools offering the IB,\(^{687}\) there are independent schools who dropped it e.g. York House School in Vancouver, or choose not to offer it due to its cost.\(^{688}\) Public schools can also find it difficult to allocate funds for the IB programmes that they offer. As stated by Gary Little, former IB administrator in Vancouver School District, and currently the Director of UBC’s International Baccalaureate Educator Programs:

> At this point [2016], the effects [of the IB programme] have been positive but there remain many challenges if the IB is to extend broadly into B.C.’s public education system, the most critical being the cost of IB vis-à-vis reductions in public school funding. While districts are now able to charge fees for IB programmes – not always the case -- there is a reluctance to do so with some Boards, their position being that even with fee waivers for families who cannot afford IB fees there could be a reluctance for them to obtain these waivers, thereby absenting their children from IB programmes…I believe that all children deserve the best education we can offer, not merely those whose families can afford to pay….

> With respect to Districts within the B.C. landscape, I see public districts struggling to maintain let alone expand the number of IB programmes they offer. The reason for this, as previously mentioned, is funding. Fortunately, IB staff are aware of this situation (it is not peculiar to B.C. but common throughout the IB world) and open to suggestions regarding how to reduce the costs of the programmness, particularly the DP. I remain optimistic that between the IB and the provincial government, solutions to this egregious challenge will be found.\(^{689}\)

\(^{685}\) Interviewee 10.
\(^{686}\) See Appendices 1 and 2. "BC Schools IB Statistics as of October 2016," op. cit.
\(^{688}\) Interviewee 23.
\(^{689}\) Gary Little, interview, op. cit.
There was no consensus among interviewees as to whether the economic benefits of the IB to schools outweighed the costs of the programme. Most felt that the costs could be a deterrent regarding the expansion of the IB in BC schools, but that this would be felt more in public than independent schools. Finally, there was some speculation that if a provincial government was elected that was willing to put more money into education, such as increasing the FTE and giving more discretionary block funding to individual school boards, then it could be more likely that the IB would expand in BC. As stated by David Miller, the DP Coordinator at Richmond Secondary:

[Administrators have] been managing districts in a time of scarcity for a long time…You can only get what you can get.

Timing is everything.

The reality is that educators right up to the level of the Superintendents have been functionally unable to be visionary since 2001, as the only decisions Superintendents and Administrators and Trustees have been able to make were budgetary in nature, and all involved reductions in services.

Under those circumstances, it has been effectively impossible to envision where education could go, as Superintendents and Administrators and Trustees have been reluctant to expose themselves to risk, because they have been fearful of making commitments that they cannot keep. They have operated for 15 years fearful that the rug would be yanked out from under them, precisely because for 15 years that rug has been yanked out from under them year after year. And opening an IB site is a perfect example of that.

Maybe, just maybe, with a change in government, Superintendents and Administrators and Trustees will be able to lay out and operationalize a genuinely educational vision.

That said, I am not overly optimistic, as I expect that they will be very conservative, fearful that the defining constraints that they have lived the past 15 years with will return shortly.

My Grandparents lived through World War 2. The parents of some of my closest friends grew up in Europe in its aftermath, in times of great scarcity. They lived their entire lives as though those days could return overnight. I anticipate it will be
the same with Superintendents, Administrators and Trustees now, but I could be mistaken.690

5.7 Tertiary Education-Related Reasons

5.7.1 The IB and “Dual Credit”

In the 1995 Graduation Program the BC Ministry of Education offered “dual credit”691 for students who took certain courses, but it was not until 1998/99 that the IB programme and dual credit were linked in the Ministry of Education’s Annual Report:

The list of dual-credit courses was expanded in 1998/99. These courses allow Grade 11 and 12 students to get a head start on post-secondary studies by earning credit for approved post-secondary courses while counting these courses toward secondary school graduation. In 1998/99 about 5000 senior secondary graduates received credit through Advanced Placement or International Baccalaureate courses.692

In November 1998, the UBC Senate recognized that all DP courses should attain dual credit. In making this decision it was noted:

That, upon admission to the University of British Columbia, students attaining grades of 5 or above in higher level International Baccalaureate Arts courses…will receive 6 credits of appropriate coursework for each of these courses…Many other institutions693 currently offer first year credit for IB and AP courses. The current UBC policy varies, such that students are clearly able to receive credit for Science courses, but receiving credit in the Faculty of Arts has often required another test. The intent of the proposal is to more clearly recognize the achievements of these students and better welcome them to UBC.694

690 Miller, interview, op. cit.
691 “Dual credit: credit for secondary school graduation that is also recognized for transfer of credit in courses and programs in post-secondary institutions.” Ministry of Education 1998-99 Annual Report, op. cit., 37.
692 Ibid., 11.
One of the main draws of the DP is the perception of preferential access to the best in tertiary education, and that dual credit will lead to substantial financial savings as well.

Semiamhoo’s IB Admissions website summarizes this appeal:

The IB Diploma…often [provides] more opportunities [for students] to compete for major scholarships both locally and internationally… the IB diploma is both enriched and accelerated with many students going directly to second year at many universities such as UVIC, SFU, McGill, Harvard, and Oxford. UBC provides 80% of first year credit for IB students. McGill automatically places our students in second year which is a considerable savings of both time and money for our students…. Our IB students leave our IB Diploma prepared for second year studies in the most rigorous university programs.695

Another interviewee agreed with this assessment, and specifically affirmed that a key draw of the DP was the economic benefits regarding going on to university, “At our school students have gotten over $2.5 million in university credit, a staggering figure.”696 University preparation and acceptance to specific programs that can be challenging to get into is one of the key draws for the fledgling Diploma programme in Kamloops in the BC interior that began in 2012. As summarized by the Norkam Senior Secondary School’s IB page on its website:

The International Baccalaureate Diploma Programme is an internationally accredited program of study. It gives students a challenging curriculum that prepares them for advanced placement in university. NorKam's program is aimed at students who will be continuing on in careers related to engineering and the sciences.697

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696 Interviewee 24.
As of 2016, universities such as UBC currently offer first year credit to DP students who receive a 5 or higher in HL (Higher Level) classes.\footnote{See UBC credit offers in Appendix 10. Of the six IB courses a DP student takes, three must be “Higher Level (HL).” “The IB awards the same number of points for higher level (HL) and standard level (SL) courses, reflecting the IB’s belief in the importance of achievement across a broad range of academic disciplines. HL and SL courses differ in scope but are assessed against the same grade descriptors, with HL candidates expected to demonstrate the various elements of the grade descriptors across a greater body of knowledge, understanding and skills.” “Understanding DP Assessment,” op. cit.} This is a substantial monetary savings and motivation for BC high school students to enroll in the DP. However, interestingly, although this would seem to be quite appealing, some students do not feel that the stress of the DP is worth it. As stated by one interviewee:

For next year…only half of the grade are taking one IB class, and \(\frac{1}{4}\) taking the full DP. This is very low. Kids look at the BC curriculum and say, “Why would I want to study like crazy in Grade 11 and 12, when I could have a good life, have fun and not work so hard?” Even if you could get university credits, it’s not enough incentive to get them to jump into this.\footnote{Interviewee 10.}

Regardless of the stress of the DP, dual credit is a significant reason why the DP is an appealing curricular choice for students in BC.

5.7.2 The IB and University Entrance

Many studies have stated that doing the DP helps students get into their preferred tertiary institution (see Chapter 2 Literature Review).

BC’s DP graduates attend universities all over the world, but according to several interviewees, a majority of them stay in BC. UBC receives the highest number of IB applicants (as determined by transcript counts) in the world save the University of Toronto.\footnote{Arida, “IB Students & First-year University Performance,” op. cit.} This has led to the expansion of the IB in BC\footnote{Arida expanded on this point, “It might be “the chicken and the egg;” I think UBC gets more IB applicants because of the expansion of the IB, not the other way around.” Ibid.} as students compete for the spaces at UBC, one of the top 25
public universities in the world,\textsuperscript{702} where the mean entrance average for 2015 was 90%\textsuperscript{703} 18\% of the 2015 first year class of 1000 students took the IB Diploma.\textsuperscript{704} BC’s DP students tend to have higher average GPAs than other BC students,\textsuperscript{705} so they are more likely to get into UBC and other more selective institutions.\textsuperscript{706} UBC actively recruits DP students as its various studies from 2003-11 have shown that, on average, DP students, due to the holistic, rigorous, horizontally and vertically-aligned nature of the curriculum, are more likely to do better academically in first and second year university, have higher confidence, be more engaged on campus, and are retained for longer than non-IB students.\textsuperscript{707} UBC’s goal is to attract “academically strong, highly engaged students"\textsuperscript{708} and DP students tend to be in that demographic due to the nature of the programme; hence, some BC students who want to go to UBC (or equally competitive or better universities) take an interest in the Diploma Programme.

Does doing the DP give students a better chance of getting into the university that they want to attend? According to an article published in the daily 24 Hours newspaper in 2013, “In a CTV interview earlier this year, The University of British Columbia said that they actively recruit students from the International Baccalaureate (IB) program, offered at most\textsuperscript{709} of the private schools, because the rigorous interdisciplinary program promotes critical thinking and is

\textsuperscript{703} Andrew Arida, "IB Students & First-year University Performance," op. cit.
\textsuperscript{704} Ibid.
\textsuperscript{705} Andrew Arida, interview, West Vancouver, BC. July 6, 2016.
\textsuperscript{706} Arida clarified, “IB students a) tend to have higher GPAs in university and b) tend to get into more selective post-secondary schools. But I don’t think we can say that IB Students’ higher GPAs help them get into university because by the time they obtain those higher GPAs, they are already in university,” Ibid.
\textsuperscript{707} Andrew Arida, "IB Students & First-year University Performance: The UBC Undergraduate Admissions Model," op. cit.
\textsuperscript{708} Ibid.
recognized around the world.” According to Andrew Arida, UBC Admissions Associate Registrar and expert in IB programme regarding UBC admissions/First Year student performance, the IB can help with university admissions, but there is no guarantee:

All the data suggests that IB students are far more likely to get into UBC than a traditional BC student…. When comparing a) Canadian Secondary School + AP, b) Canadian Secondary School + IB Certificates, c) full IBDP, and d) Canadian Secondary School (i.e. the provincial program), IB students have the highest rate of admissibility across the board (across Canada and specifically for <school>) …. Our equivalencies are based upon historical first year performance. So, for example, a student with a predicted 35\textsuperscript{711} is expected to perform at UBC at the same level as a BC12 with a 95% average. Now, based upon your experience, you may think that this is a false equivalency; a 35 IBDP would get >95% in the BC system…. there was a day where we could identify specific cut-offs on grades only admission. Back then, 92% average and you are in; 91.9% and you are out. 35 IB points and you are in; 34 and you are out. [But] By using the personal profile\textsuperscript{712} we attempt to assess learner characteristics that go beyond grades…. Our admission system is not perfect. But to value the things we value, we have to enter into the land of the subjective, where things get harder and less transparent. When you consider that this past year, we had to read and score over 70K personal profiles in three months, believe me when I tell you that it would make my life a lot easier if we just went back to grades only assessment! I'd like to think we have chosen the hard road because it leads to better learning outcomes, no different than the student who chooses the IB.\textsuperscript{713}

Given the fact that some universities now base their admissions on personal statements/packages in addition to a student’s GPA, there is no guarantee that doing the IB will more likely get a student into universities like UBC than those students who do the BC Dogwood Diploma, but it could be considered to be more probable.

\textsuperscript{710} Agnes Stawicki, "Private Schools Shape the Future of Education in BC," 24hrs Vancouver, (October 31, 2013), \url{http://vancouver.24hrs.ca/ur/story/807569}.

\textsuperscript{711} "In the DP, students receive grades ranging from 7 to 1, with 7 being highest. Students receive a grade for each DP course attempted. A student’s final Diploma result score is made up of the combined scores for each subject [take six subjects]. The diploma is awarded to students who gain at least 24 points, subject to certain minimum levels of performance including successful completion of the three essential elements of the DP core. The theory of knowledge (TOK) and extended essay (EE) components are awarded individual grades and, collectively, can contribute up to 3 additional points towards the overall Diploma score. Creativity, Action, Service – the remaining element in the DP core – does not contribute to the points total but authenticated participation is a requirement for the award of the diploma. [The maximum score is 45]" "Understanding DP Assessment." "Understanding DP Assessment," op. cit.

\textsuperscript{712} "Personal Profile." Applying to UBC: How to Apply. Last modified July 2016. Accessed August 1, 2017. \url{http://you.ubc.ca/applying-ubc/how-to-apply/personal-profile/}.

\textsuperscript{713} Andrew Arida, email, July 24, 2017.
In contrast, failing the DP does not necessarily mean that one can’t get into university.

As one interviewee said:

Another success of the IB programme is that even if they fail, for example… a student failed [to get the IB Diploma] by 1 point, but they were still admitted to university based on their BC marks and did really well as they had the structure. For example, they knew how to do a research paper because of the Extended Essay… how to write a long essay and how to analyze…. Just failing the IB is not life ending: it’s not all about getting the Diploma as you also get the work habits. Even kids who have failed still went on to university.714

Andrew Arida stated one struggle that some universities such as UBC have with the IB, and gave a suggestion for a practical reform of the DP that could perhaps allow for more IB students to get entrance to the tertiary institution of their choice:

The IB has a very rigorous and reliable assessment mechanism. The correlation between final IB grades and first year performance is higher than any other curriculum, so IB grades are the most reliable predictor of 1st year success. A problem is that… universities all over the western world have to make admission decisions in the Feb – May timeframe. The final grades are way too late. So all that rigour in the final assessments, all that standardization in marking exams at a global level, simply serves to generate an assessment that is only useful for posterity…. Perhaps the DP can do that rigorous assessment mid-Diploma…. If the IB were to have midterm exams graded internationally, it would increase the reliability of their scores…. the universities would fall all over it.715

Bob Poole tried to put the university entrance and first year performance appeal of the IB in perspective regarding how the IB determines how it will deliver its programmes:

The IB is less focused on educating students for university, and more on international mindedness and lifelong learning. It’s not about credit in university, but it can help a student to be admitted, and you can count on being successful when you get there.716

To conclude: the DP can assist, but will not necessarily guarantee, that a student gets into the tertiary institution of their choice.

714 Interviewee 10.
715 Arida, interview, op. cit., and Arida, email, op. cit.
716 Poole, interview, op. cit.
5.8 Alumni Reflection/Programme Reputation Reasons

The International Baccalaureate publishes many studies citing how successful the IB is at meeting its objectives, and included in these studies is documentation of how satisfied IB graduates are when asked to reflect upon their experiences as alumni. IB World Schools have produced many famous alumni, including Canadian Prime Minister Justin Trudeau and Canada’s new Governor General as of 2017, former astronaut Julie Payette. The IB generates publications that demonstrate IB alumni success as an indicator of how strong their programmes are, which can encourage other schools to adopt the IB. One could/should note the bias of the aforementioned studies and publications, and question the reliability of such self-generated studies. However, this finding was also corroborated by a study published in the *Journal of Secondary Gifted Education (JSGE)* in 2006, which was discussed in my Ch. 2 Literature Review. In their research, Porath and Taylor questioned DP graduates from 1996-2000 from two public schools in one large urban city in BC, many of whom had just completed their undergraduate studies and/or were beginning their careers. In summary the authors stated:

…graduates reported positive experiences in the program. They felt that the rich curriculum to which they were exposed, and the critical thinking and time management skills that they developed, were well worth the extra effort required to earn an IB diploma. Furthermore, they felt that the IB experience prepared them well for postsecondary studies. They concluded:

…in spite of the stress (due to the rigor and breadth of the programme), the majority of IB graduates valued the rich curriculum to which they were exposed…the breadth and depth of the curriculum, and the critical thinking, study, and time management skills that they honed and carried forward into

718 IB Global News, “IB Alumna and Astronaut Is Canada's New Governor General,” E-mail message, August 7, 2017. Julie Payette graduated from the United World College (UWC) of the Atlantic in Wales, and Justin Trudeau attended Collège Jean-de-Brébeuf in Montreal that became an IB World School in 1982.
719 Taylor and Porath, op. cit., 149.
postsecondary and beyond…The graduates also stated that being in the IB Program assisted them in achieving their career goals.\footnote{Ibid., 155.}

The DP Coordinator at Richmond Secondary, David Miller, recalled what it was like for him as a non-IB student to attend UBC as a First Year undergraduate with some IB alumni peers:

The first time I became aware of the IB was when I went from Lord Byng [a secondary school on the west side of Vancouver] to UBC, and those who had done the IB at Richmond and Churchill seemed to be “way smarter.” It took me a year or two to catch up…my Arts One\footnote{“About Us,” Arts One, last modified July 2016, accessed August 1, 2017. \url{http://artsone.arts.ubc.ca/}.} class had students who had done the IB, and they were immediately grappling with philosophical texts in a meaningful way…Also they were able to manage the workload right from the start whereas for me it was a learning curve.\footnote{David Miller, interview, op. cit.}

There have also been some negative student alumni responses that the IB programme is too taxing. Several interviewees said that alumni have stated that it was a struggle to give up some of the activities they loved to do because the DP was so rigorous, and that their social lives were affected. As one interviewee stated, “The DP’s demands are 1\textsuperscript{st} year university level. You are essentially doing a year of university in Grade 11 and 12…that is a high bar to set.”\footnote{Interviewee 4.} One interviewee tried to summarize what he had seen from a current IB student and alumni perspective,

There are many challenges. It is not a programme in a vacuum. It can be disruptive to students’ lives in many ways…. It also occurs amongst other things that are really important in kids’ lives e.g. to have a job, be active physically, be in relationships, and the programme can interfere with all of these things. I encourage them to do the programme, and to have rich lives around that, and that is hard…the demands are real.\footnote{David Miller, op. cit.}

He also observed what several other interviewees have also recognized, that DP students can even be over-prepared for First Year university, or later, depending on the institution, “Over the
years I have had many students come back to me from UBC or the University of Toronto and say that they felt very well prepared for what they had to go through…if not over prepared….one student said that her Masters was harder than the IB, but her Honors BA was easier than the IB.”

The IB is conducting a stress study about the DP, and what can be done to alleviate the stress. This is in response to this factor being expressed as a concern from many different stakeholders in the international IB community. Other studies have also been done, such as one by the University of South Florida about the stress that doing accelerated coursework can cause, and trying to figure out how to best support those students.

To help students with the DP, all DP Coordinators have in-house ways of helping students cope with the stress, and some are using alumni to help with this situation. R.E. Mountain in Langley has a section of their IB website page called “REMSS Pre-IB and IB Diploma Student FAQs” that contains alumni testimonials and tips; for example,

IB Diploma Graduate Shane S.—Shane received a full scholarship to UBC after successfully completing the Diploma Program at RMSS. He graduated with first class honors with a degree in philosophy and a minor in international relations…[and] chose Columbia Law School where he will graduate with a degree in International Law. Shane’s comments—The IB Program really helped me prepare for the demanding workload that is expected of me. At the same time the program gave me the drive and self-confidence to know that I can do well. I can’t count how many times I use the things that I learned in IB in thinking about problems that face me when studying. You can’t put a price on an education like that.

725 Ibid.
By having DP alumni give advice to those in the midst of the DP, it can be encouraging to students regarding seeing that all that they are learning in the DP is not just practically useful regarding university, but that it can also play a role in how they will live their life after they graduate.

One of the biggest benefits that is mentioned by alumni is that the 1st year transition into university is easy, which reduces their stress in the long run. Several interviewees indicated that they would tell their exhausted students, “Wait for it!” regarding the benefits that were likely to come from all of their hard work. Once students enter university, the trend is that IB student grades don’t drop (as is seen to occur with non-IB students), and students don’t stress out as it just “more of the same.” As Andrew Arida stated:

This is hugely beneficial because the reality is that in university no one cares about high school grades, but 1st year grades are very important as they determine if you will enter honours, a specific major, a professional program, and/or get scholarships, so the IB sets you up to do well in 1st year, which opens doors later down the line. Regarding the IB: Admissions is not as important as the benefit of having a great 1st year.

Gary Little, a former administrator at IB World Schools in the Vancouver School Board and Director of UBC’s International Baccalaureate Educator Programmes, summarized:

I have had literally hundreds of conversations with parents of [and alumni] IB students. The overwhelming majority have been positive: excellent preparation for post-secondary study; rigorous but motivating curriculum; consistency from teacher to teacher and across subject areas in matters of assessment and evaluation; focus on service to community, creativity and activity; and creating cultures where it is ‘cool’ to want to learn and be one’s very best.

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728 Arida, "IB Students & First-year University Performance: The UBC Undergraduate Admissions Model," op. cit.
729 Arida, interview, op. cit.
730 Ibid.
731 Little, interview, op. cit.
As more BC IB alumni are produced (as graduates of IB World Schools and/or the IB teacher education cohort), the IB may continue to be remembered mostly favorably. Those alumni may choose to work in IB institutions, and when those IB alumni have children, they may want to make sure their children go to IB schools, which could lead to an increase in such programmes in the province.

5.9 Conclusion

There have been various reasons why school stakeholders advocated for the adoption of the IB in BC schools, and despite various changes and challenges, the IB expanded in BC from 1974-2016. There were philosophical reasons, such as the impact of the neo-progressive education and Global Education movements in the 1970s and 80s, and the specific appeal of the IB pedagogy throughout the time period of its expansion, that led to schools that were interested in its progressive, internationally minded philosophy adopting it. The IB’s well-developed, cyclically reviewed, externally accountable curriculum has been a strong reason for why schools have chosen to adopt the IB, despite the fact that the DP can be considered to be too rigorous and can create an elite sub-culture in a dual track school. The professional development opportunities are extensive and frequently offered, but can also be considered costly, and can have a knock on effect of causing staffing problems in public schools. Various legislative decisions, such as the 1996 Independent School Act, and the advent of “open enrollment” in 2002, seem to have increased the numbers of IB students in independent and public schools, most notably evidenced by the fact that most schools’ Diploma Programmes operate at the full capacity set by the local school board. However, there have been cases where low enrollment has been a factor in considering stopping offering the IB. One of the biggest factors that could limit the continued expansion of the IB in BC is its cost, so this is why some prognosticate that
the IB will continue to expand in independent schools in BC, but will likely not expand as greatly in public schools unless more funding comes from the provincial government. However, one of the main appeals of the IB in BC has been that the DP’s “externally credentialed” program has been given “dual credit” by universities since 1998, resulting in millions of dollars of savings to BC IB students who have obtained university credit and scholarships due to their DP scores. However, as the DP is so rigorous, and doing the IB instead of the Dogwood diploma is no guarantee of a student being accepted into the tertiary institution of their choice, it is unclear if students will continue to choose the more challenging IB curricular option.

Nonetheless, the few studies that have been produced regarding alumni reflections on the IB indicate that even though many considered that it was a challenge to complete (academically, socio-emotionally, economically), it was deemed to be worth it, and beneficial to their secondary, post-secondary⁷³², tertiary, and post-tertiary educational experiences.

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⁷³² “Post-secondary” as opposed to “tertiary.” Not all IB students go on to university, but they can still benefit from being in the IB e.g. someone who takes the CP in Film and goes immediately to working in the film industry. An IB alumnus can benefit from the IB even if what they end up doing after high school is not seemingly directly related to the IB.
Chapter 6: The Future of the IB in BC as Related to the 2015/16 BC curriculum change

6.1 Introduction

This chapter examines the future of the IB in BC as related to the 2015/16 BC Ministry of Education curriculum changes. First, it gives an overview of the curriculum changes in the BCEd Plan. Second, it compares and contrasts aspects of the new provincial curriculum redesign to the IB’s curriculum, indicating the amount of overlap that there is, and even that some of the curriculum redesign was purposely made using aspects of the IB curricula: the former influenced the latter and the latter is flexible enough to accommodate the former. Third, it compares and contrasts the new BCEd Plan’s assessment policies with those of the IB. Fourth, it compares and contrasts the new BC Graduation Program with the IB’s Diploma Programme. Finally, it examines the possible future of the IB in BC looking at it as a possible model for other jurisdictions, the universal accessibility of its curriculum, and specific opportunities and challenges regarding teacher education, the IB bureaucracy, and the most important factor regarding whether schools will continue to adopt the IB: its cost. This chapter builds on what was discussed in Chapters 4 and 5 regarding answering the research question/sub-questions (what were the factors that influenced the establishment and expansion of the IB from 1974-2016; what philosophical, socio-political, and economic changes affected this over time; and what have been some of the challenges associated with implementing the IB in BC) by looking at specific pedagogical, curricular and economic factors at the end of that time frame. As a part of this, it examines another research sub-question: how does the IB align with the new BC Ministry of Educations 2015/16, and
2016/17 curriculum changes, and what successes and challenges does this alignment present.

6.2 Overview of the BC Ministry of Education Curriculum Changes

The BC Ministry of Education started to make alterations to the BC education system in October 2011 with its launch of the new BC Education (BCEd) Plan. The BCEd Plan changed BC’s education system, including how students would be prepared K-12 to eventually attain the BC Dogwood diploma. In 2015 it released more clear documentation regarding the philosophy behind the changes, and what it would look like in practice: “BC’s Education Plan: Focus on Learning.” As stated by Peter Fassbender who was Minister of Education at the time:

BC’s Education Plan…seeks to create a more flexible and dynamic education system where students are more engaged and better prepared for their life’s journey.

The key focus is personalized learning – where students have more opportunity to pursue their passions and interests – while maintaining B.C.’s high standards on foundational skills like reading, writing and numeracy… it is an affirmation of the great things that are already happening in high-performing classrooms and schools right across our province. It confirms the vision for where we are going and supports an ongoing conversation on how we can get there together.

The restructuring of BC’s education system was based on the premise that change is occurring more rapidly in the 21st century than previously, that students need to demonstrate a greater facility with technology, and that students should have “lifelong skills and competencies

735 “BC’s Education Plan: Focus on Learning,” op. cit.
736 Ibid, 1.
that employers are increasingly looking for: creative thinking, problem solving, initiative, curiosity, and the ability to lead and work well in groups."\(^{737}\) Due to new research on how child and adolescent brains develop, the Ministry determined that it is important to recognize that each student learns differently, and so a BC student should experience a high standard education that is learner centered, differentiated, personalized, inclusive, flexible and collaborative.\(^{738}\)

Some schools started to pilot parts of the changed curriculum during the 2015/16 school year. For example, Ridgeview Elementary School in West Vancouver started to pilot teaching parts of the curriculum e.g. teacher Cari Wilson partnered with other educators around the province to help to test and roll out the new Next Generation Network that is intended to better support student learning in schools across the province.\(^{739}\)

In 2015 the BCEd Plan was updated regarding its eight components in preparation for the province-wide K-10 new curriculum roll out that started in September 2016: Provincial Curriculum Redesign; Provincial Assessment Redesign; Graduation Program Redesign; BC’s Skills for Jobs Blueprint; the ERASE Bullying initiative; encouraging Quality Teaching; new Learning Supports, Strategies and Systems including a new student information system, MyEducation BC (MYED BC), Bill 36 (which allowed schools more flexibility to design their school calendar to best meet their communities’ needs), the Learning Improvement Fund, the K-12 Next Generation Network (an agreement with Telus, a Canadian national telecommunications company, to upgrade the Provincial Learning Network to be modern and high capacity), and the K-12 Accountability Framework (the goal of which is to work with community partners

\(^{737}\) Ibid, 3.
\(^{738}\) Ibid., 3, 5, 8.
throughout the province to “improve district achievement contracts, superintendent’s report and school planning councils”\textsuperscript{740}; and Innovation and Public Engagement, which includes the K-12 Innovation Strategy (which includes Innovation Partnership grants), the Provincial Awards Program, and efforts to improve Public/Parent Engagement.\textsuperscript{741} The IB programmes in BC are impacted by these changes, and it can be evaluated whether these changes could lead to an expansion of the IB in BC.

6.3 The Place of the IB in the BCEd Plan: Successes and Challenges for the IB Programme in its Alignment with the New Curriculum

6.3.1 Provincial Curriculum Redesign

6.3.1.1 The IB and BC Curriculum Before the BCEd Plan

Before the new BCEd Plan was introduced, there were connections between the BC Dogwood diploma program and the IB in addition to the IB being an externally credentialed program\textsuperscript{742} (see Chapter 5). There were links between the IB and relatively recent BC provincial educational legislation. For example, Rockridge Secondary School’s pre-BCEd Plan Assessment Policy made a direct connection between seven aspects of the MYP.

\textsuperscript{740} “BC’s Education Plan: Focus on Learning,” op. cit., 16,
\textsuperscript{741} Ibid., 9-18. In Chapter 6, all of these aspects are examined save the BC’s Skills for Jobs Blueprint (which would also apply to IB students); the ERASE Bullying initiative (which those in the IB would also be a part of), the Learning Improvement Fund (such funds could go to schools that are IB World Schools, but are not allocated specifically for IB programmes), the K-12 Accountability Framework (this is something that could be important to analyze in the future particularly as there are so few externally moderated aspects of the new curriculum versus the IB programme’s external moderation model, but nothing has been piloted as of 2016), the Provincial Awards Program (which is spoken to in Chapter 5.6), and Public/Parent Engagement (as the Ministry has not been asking parents about the IB in the email surveys they have been sending to parents).
\textsuperscript{742} “External Credentials,” op. cit.
assessment and how its aims were reflected in several different BC Ministry assessment policies.  

6.3.1.2 Bill 36 in the New BC Allowed for Curriculum Delivery Flexibility

BC Ministry changes like Bill 36 made it easier to run and support IB programmes in BC schools. Bill 36, which allowed schools more flexibility to design their school calendar to best meet their school community’s needs, played an essential role in allowing both non-IB and IB World Schools in BC to be able to design timetables and calendars that allowed for more planning time for teachers. For example, this occurred in École Cedardale’s PYP, as well as Rockridge Secondary and Carson Graham’s Secondary’s Middle Years Programmes. Mulgrave has used this new legislation to its IB students’ advantage. As the Head of School, John Wray, stated in 2016:

The recent school calendar changes at Mulgrave were based around a general set of educational issues based on student learning. These are issues common to all schools but there were certain aspects of the calendar that were definitely influenced by being an IB school, most notably the 3rd week of August start for the DP students who benefit from an additional 2-3 weeks of instructional time over their BC provincial colleagues. This is actually in line with many northern hemisphere international schools.

This curriculum flexibility could make the IB more attractive, particularly regarding the DP, as it can allow schools to create timetables that are unique to their schools; for example, to help DP students prepare for their May exams in Year 2.

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745 John Wray, “Bill 36 and IB,” E-mail message, July 20, 2016.
6.3.1.3 BC Curriculum Implementation and the Use of Technology IB overlap

The new BCEd Plan has the K-12 Next Generation Network (NGN) program as being essential for all BC schools, including those implementing the IB. As many schools are moving to a Bring Your Own Device (BYOD) model, some assessments are being done electronically; for example, as of 2016, the mandatory Grade 7 BC Foundation Skills Assessment (FSA) for literacy and numeracy\textsuperscript{746} had an online component,\textsuperscript{747} and the MYP had an online moderation of the Personal Project and offered an optional e-Assessment.\textsuperscript{748} Interestingly, the BYOD teaching model in BC classrooms could be seen as more problematic for DP students than Dogwood Diploma ones: even though the Language Arts 12 exam could be handwritten as of 2016, it was only one small assessment piece in the BC Dogwood Graduation program. However, as of 2016, the majority of externally moderated summative assessments in the DP are handwritten exams.\textsuperscript{749} Consequently, the more time students spend on their devices for more consecutive years, the more that they will lose their ability to legibly and quickly handwrite their responses in a timed exam format. There have yet to be any studies on the negative impact of this on IB results specifically, but there have been many studies on this impact regarding exams overall; for example, one of the conclusions in Salter’s 2014 study on the use of technology in classrooms was, “The loss of handwriting skills will continue to be of concern while students need to take

\textsuperscript{746} “Foundation Skills Assessment (FSA),” Kindergarten to Gr 12 Assessment, last modified 2016, accessed August 5, 2017, \url{http://www2.gov.bc.ca/gov/content/education-training/administration/kindergarten-to-grade-12/assessment/foundation-skills-assessment}.


\textsuperscript{749} There could be some online DP examinations as of 2018 “Technological Advancements in DP Assessment,” The IB Community Blog, last modified January 4, 2016, accessed August 5, 2017, \url{http://blogs.ibo.org/blog/2016/01/04/technological-advancements-in-dp-assessment/}. However, this roll out will be slow considering that there are numerous IB World Schools internationally that do not have access to computers for all of their students.
pen and paper examinations that determine their university entrance possibilities.\textsuperscript{750} Several interviewees who have been in the DP long enough to have seen how much students used to be able to legibly handwrite in a certain time frame versus 2016 have noted the decline.

There can be equity of access technology issues for both non-IB and IB World Schools: as of 2016 many do not have strong and reliable internet despite being connected to the NGN; some schools are over capacity in enrolment which causes limited bandwidth for those trying to access it; and students who cannot afford reliable and subject-specific devices have less of an advantage in their research for and completion of assessments than those who do.\textsuperscript{751}

As the technology demands of both the BC curriculum and IB programmes continue to change, this could affect whether schools can adopt the IB in their schools depending on their ability to access and use the technology required.

\textit{6.3.1.4 IB Approaches to Learning (ATL) and the BC Curriculum Core Competencies}

Several interviewees stated that the transition to the new BCEd curriculum in the 2015/16 school year, for the schools that did it, was been pretty seamless for those schools that already offered the PYP and MYP. The BCEd curriculum was only fully rolled out through Grade 10 as of September 2016 (and schools had a choice to teach the new or old Grade 10 curriculum); in 2016 the new Grade 11/12 curriculum roll out was scheduled to occur in the 2017/18 school year, but during the 2016/17 school year the Ministry delayed this rollout to 2018/19.\textsuperscript{752} Both

\textsuperscript{751} Interviewees 9 and 10.
The Dogwood and IB programmes are inquiry based, and as a part of that they teach transdisciplinary skills. Teachers in both programs need to design and specifically articulate in their unit plans how they address such skills; for example, PYP and MYP teachers have to state it in their externally moderated unit plans, and BC teachers, if their administrators require it, have to as well (however, there is no provincial requirement/oversight requiring teachers to do such unit plans). The IB articulated these transdisciplinary skills before the BCEd Plan did. Teaching skills across the curriculum was called teaching “transdisciplinary skills” and was part of the PYP when it began in 1997. The transdisciplinary Approaches to Learning (ATL) skills began to be taught in the MYP in 2011, and those skills became aligned to be implemented in the DP and CP in 2015, creating a continuum of ATL skills. The five ATL skills are Communication, Thinking, Social, Self-Management, and Research, and they are unpacked in different ways in the various IB programmes. These transdisciplinary ATL skills are nearly identical to the new BCEd plan’s Core Competencies (CC): Communication, Thinking (Creative, Critical), Personal and Social (Positive Personal & Cultural Identity, Personal Awareness and

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754 Here is a link to an example unit plan that includes the Core Competencies that some teachers in BC were using to complete their unit plans as per their administrator’s directive. http://www.piman.ca/SD36/Curriculum/Home_files/SD34-Curriculum%20Unpacking%20Template%20fillable.pdf There are several versions of such unit plans.
755 The articulation about it can be found in Making the PYP Happen. There are several editions of this document, and this is a link to one of them. "Primary Years Programme: Making the PYP Happen," Programmes, last modified September 2000, accessed August 3, 2017. http://www.itari.in/categories/PYP/IBOPYP.pdf.
758 Jeffrey, "The IB Continuum," op. cit.
759 Ibid., slides 11-13.
Responsibility, Social Responsibility)\textsuperscript{760} save that the BCEd Plan does not identify “research” as being a transdisciplinary Core Competency. As stated by an interviewee, “One PYP coordinator says that she takes the ATL skills and fits them into the Core Competencies.”\textsuperscript{761} King George Secondary School’s website articulates how the MYP and BCed plan interact:

The Middle Years Program (MYP) is an educational framework that requires students to study in eight subject areas (English Language, Math, Humanities, Science, French, Arts, Physical Education and Technology) in each year of the MYP program. The BC curriculum is the basis for each subject’s content. Teachers present the curriculum focused through the MYP’s Areas of Interaction (Health and Social Education, Community Service, Approaches to Learning [ATL], Environment and Human Ingenuity).\textsuperscript{762}

There is a connection between the PYP and the BCed Plan regarding integrating indigenous learning (content and skills). This is an essential element of the new BC curriculum as part of the government’s response to the Truth and Reconciliation Report on the residential school system.\textsuperscript{763} A Ministry spokesman stated in June 2015, “Aboriginal history, culture and perspectives have been integrated across subject areas and grade levels in B.C.’s new curriculum.”\textsuperscript{764} Schools like École Cedardale in West Vancouver and Southlands in Vancouver have used the inquiry-based, flexible nature of the PYP to implement the teaching of these topics in what they see as a more authentic experience. Gary Little, in his role as Associate Superintendent for the South Area of Vancouver, worked to introduce Vancouver School Board

\textsuperscript{760} “Core Competencies: Critical Thinking,” op. cit.
\textsuperscript{761} Interviewee 13.
\textsuperscript{762} “FAQs: IB Middle Years Programme,” King George Secondary, last modified 2015, accessed August 3, 2017, http://go.vsb.bc.ca/schools/kinggeorge/Programs/myp/faq/Pages/default.aspx.
(VSB)’s first Primary Years Programme at Southlands Elementary, a school that has a sizeable Musqueam Nation community. He felt that the PYP was the right program because the PYP has a sound research component to help guide program development; ongoing funding from the VSB as well as start-up funding from the North Growth Foundation; a strategic, deliberate link with the Musqueam nation as well as program components that emphasize Musqueam culture; and a plan to eventually integrate into the program a language component whereby students of the school will learn the basics of hən̓q̓əmin̓əm…

Bob Poole also helped to implement this programme in his role as Development Specialist for the IB, and he stated, “The programme [PYP] was not just for the Musqueam, but for the whole school. However, since there is a high proportion of Musqueam students at the school, we hoped that the Approaches to Learning (ATL) taken by the PYP would lead to greater success for the community of learners. Research suggests that we had the right idea.”

ATL skills have a specific overlap with the BCEd plan’s focus on personalized learning. There has been a great deal of discussion about personalized learning in the BCEd curriculum. As defined in the new BCEd Plan:

Personalized learning combines the “how” and “what” of learning. A personalized approach recognizes that there are still core requirements and expectations. A strong focus must remain on foundational skills – reading, writing, oral language and numeracy – and there will still be a required body of knowledge in various subjects or disciplines. However, with personalized learning there will be increased emphasis on competencies. By applying their skills and knowledge in new, often interdisciplinary situations, learners will develop competencies such as: critical thinking and problem-solving; collaboration and leadership; communication and digital literacy; personal and social responsibility; creativity and innovation; global and cultural understanding.

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765 Little, interview, op. cit. Gary Little went on to say, “The importance of this has led me to work with Asheesh Misra of the IB’s E2 project (designed to broaden access to the DP for students living in poverty) in order to develop a similar program north of the 49th parallel [in Canada] …. though as of July 2017 the E2 project has been put on hold for expansion into Canada.” Gary Little, "Southlands PYP," E-mail message to author, July 10, 2017.
766 Poole, interview, op. cit.
An essential aspect of personalized learning is the fact that there is not one way to teach as “no two students learn the same way or at the same pace”\textsuperscript{768}. One interviewee connected this point to the IB as well when he stated,

The MYP is not for every kid either: in the last 15 years we have been analyzing teaching and learning deeply, and no matter the talk about many types of learning, there are still some kids who are going to learn best with an authoritative leader disseminating information and students constructing learning from it. There is no one way for every kid.\textsuperscript{769}

However, he went on to state that he felt that personalized learning works well in the IB due to its flexibility, and he noted how the BCEd and IB programmes complement each other,

The MYP is just a structure that works well for most, has flexibility regarding teaching and learning, and thinking about the outside world, particularly for Canada given its international heritage…. The new curriculum and the Core Competencies from the Ministry are similar to the MYP, so the MYP is ahead of the curve …so those BC MYP teachers who have worked so hard to implement the programme can now bask in their success and be ahead of the curve.\textsuperscript{770}

IB World Schools have participated in the new BCEd Plan’s “K-12 Innovation Strategy” (described in Chapter 5.4) regarding ATL skills. Mulgrave School, Rockridge Secondary and Carson Graham Secondary submitted a collaborative project looking at innovative practices with ATL\textsuperscript{771} and communicating those practices on the new BC report cards.\textsuperscript{772} As Martin Jones, Middle School Principal at Mulgrave, and one of the lead people on the grant work, stated, “This was mutually beneficial professional development work that will drive provincial curriculum changes as its linked to the new Core

\textsuperscript{768} Ibid., 5.
\textsuperscript{769} Interviewee 12.
\textsuperscript{770} Ibid.
Competencies which almost mimic ATL work. It will help to shape the work that will be done in all schools in the province.  

6.3.1.5 IB Approaches to Teaching (ATT Skills) and the New BC Curriculum

As a part of ATL skills beginning to be used in the DP in September 2015, IB professional development presentations starting in 2014 articulated the “Approaches to Teaching” (ATT) that are encouraged as a part of the IB teaching style. Again, there are many similarities in the philosophy and language expressed throughout the new BC curriculum, and the IB’s six “Approaches to Teaching:”

1. based on inquiry
2. focused on conceptual understanding
3. developed in local and global contexts
4. focused on effective teamwork and collaboration
5. differentiated to meet the needs of all learners
6. informed by formative and summative assessment.

The overview of the new BC curriculum states some similarities with the IB’s Approaches to Teaching and Learning in the overview of the new curriculum:

…to prepare students for the future, the curriculum must be student-centred and flexible, and maintain a focus on literacy and math skills, while supporting deeper learning. What and how we teach our students has been redesigned to provide greater flexibility for teachers, while allowing space and time for students to develop their skills and explore their passions and interests…. a concept-based

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773 Jones, interview, op. cit.
approach to learning, and a focus on the development of competencies, to foster deeper, more transferable learning…

There is a focus on “deeper learning” being a key goal that would be achieved by the new ways of approaching teaching students, “Deeper learning is achieved through ‘doing’ rather than through passive listening or reading.” The Ministry states that the focus on concepts and competencies will “engage students in authentic tasks that connect learning to the real world…” Regarding specific instructions to teachers, the Ministry of Education states “what’ to teach but not the ‘how’ to organize the time, space or methods to teach it.” Teachers are challenged to find unique ways to differentiate for the varied learners in their classroom, and “to create courses, modules, thematic units or learning experiences that focus on students’ needs and interests or local contexts.”

In order to help educators teach in this way, the BCEd Plan had a specific “Quality Teaching” section where the Ministry highlighted the ongoing Teacher Mentoring Program, and how it was going to enhance it in the future:

Teacher Mentoring Program:
In April 2012, the ministry announced support for the Teacher Mentoring Project…A partnership among UBC, the BCTF, the ministry and other education partners…to support new teachers and help them gain the confidence they need to use a wide range of instructional strategies.

Next steps: Work with universities to ensure teacher preparation programs give new teachers the knowledge and skills they require to support the movement to personalized learning; Work with our education partners to make sure that professional development days are used to enhance educators’ knowledge base and professional expertise. It is important that teachers are able to refresh and

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778 Ibid.
779 Ibid.
781 Ibid.
develop new practices throughout their careers by participating in professional learning opportunities. 782

As of the 2016/17 school year, there were seven non-instructional days that districts put into their calendars to do professional development work. 783 In addition, teachers could continue to apply to their school for professional development funds to attend conferences/workshops in order to get new ideas and network with others in order to enhance their teaching. These changes benefitted both non-IB and IB teachers and their schools. Regarding the connection with universities, Isobel Willard, who was part of UBC’s Teacher Education Office as students were being prepared to be able to teach the new BC curriculum, noted that the university teacher preparation programs have been teaching student teachers the skills connected to and the philosophy associated with the new curriculum. In her position with the IB teacher cohort, she noted the connection between the IB and new BC curricula:

The new Provincial Curriculum has set up their program to emphasize transdisciplinary teaching skills called Competencies. These Competencies emulate the ATL skills which have been incorporated into the IB program since its inception. The similarity in these requirements reflects the input IB teachers had on the planning committees’ decisions of what an ideal curriculum should/would include. Also, depending on the level, the new curriculum emphasizes a thematic approach and, I believe, a cross-curricular approach. The cross curricular approach is less evident in the senior years of high school because students take pre-university entry courses [similar to the IB]. The new Provincial curriculum, like the IB, also emphasizes the teaching of 21st century skills which include those that IB has incorporated into its curriculum since its inception. These are critical thinking, problem solving, analysis, research, writing, numeracy and collaboration skills. The IB Core and new Provincial Curriculum are similar, but the content and skill level required by the IB is more extensive. 784

783 Both independent schools and public school districts have the flexibility to put their non-instructional days where they want, though some days end up being province-wide so subject associations can have meetings with teachers from across the province, including their AGMs e.g. October 21, 2016 was such a date.
784 Isobel Willard, "BC Teacher Mentoring Program and IB," E-mail message, August 4, 2017.
6.3.1.6 Specific Example of the Overlap Between the IB and BCed Curricula

The IB is designed to offer some content flexibility as it is for schools around the world; hence, it provides a structured framework of curriculum objectives and assessments, but the content used in many of those subjects can be flexible. For example, in DP History there is a curriculum that is framed around the idea of historical ways of thinking and knowing, and key historical concepts[^785] (which are also integrated into the BCed curriculum’s Curricular Competencies in Social Studies[^786] and set assessments regarding writing timed, in class essays, a document analysis paper, and an historical investigation that is a prepared research paper. However, the content that can be used for the course is highly flexible, and it can overlap with parts of the current and draft Gr 11 and Gr 12 BC Social Studies curriculum[^787].

The new BC curriculum (that has been rolled out through Grade 10 as of September 2016) has also been designed to be flexible with a curriculum model that has “Three elements, the Content (Know), Curricular Competencies (Do), and Big Ideas (Understand), [that] all work together to support deeper learning.”[^788] There are prescribed content and skills to be taught, but unlike the IB, it has few prescribed assessments, and none of them are externally moderated.


The new BCEd Social Studies curriculum\textsuperscript{789} that has been developed by the province has purposely integrated the IB approach. As stated by one member of that committee, Brenda Ball:

The IB has been a big influence on the new BC curriculum…the [2014]\textsuperscript{790} job action shut down our Social Studies curriculum work …when we re-started, the Minister of Education asked Nick Poeschuk to take charge of the Social Studies task force. When we met, our team had increased substantially to ~20 people from K-12 and now included three indigenous educators, more private school representations, and people with IB experience. The discussions were different and better; for example, it was more about Big Ideas. I wasn’t an IB person yet, so it was interesting to witness how the thinking of our group shifted to being more skills focused than content focused, though the DP has more content than MYP when looking at links to the BC curriculum. There is a 90% overlap between the IB ATL skills and BC Core Competencies.\textsuperscript{791}

6.3.1.7 Continued Negotiations Between the IB and BC Ministry of Education

From the DP perspective, there has been concern that there could be a change in the credentialing that has been granted to the IB; as stated by the Ministry of Education:

In light of the system-wide review of education currently taking place in B.C. and the high probability that the external credential process will see significant changes and expansion, no new external credentials will be considered until this review is complete. In the meantime, the program is still active and all existing external credentials are available to students.\textsuperscript{792}

BCAIBWS and the IB have been working to ensure the continuity between the IB and the new BCEd curriculum; several of the interviewees in this study have participated in various ways e.g. task force, committees, lobbying efforts to ensure that the IB programmes will be given full equivalency. Bob Poole, IB Regional Development Specialist, and Sean Lenihan, BCAIBWS

\textsuperscript{791} Ball, interview, op. cit.
\textsuperscript{792} "External Credentials," op. cit.
Chair, have taken the lead on these efforts; as well Sylvia Russell, the Superintendent from Maple Ridge (Garibaldi Secondary School is a public IB World School\textsuperscript{793}), and Kathleen Barter, North Vancouver School District Principal, have been very active.\textsuperscript{794} A summary of some of their work was shared at the last BCAIBWS DP Coordinators meeting by Chair Sean Lenihan, some highlights of which were: advocating for the continued external credential status of the IB as a graduation pathway; having some new DP courses be allowed to earn Social Studies 11, Arts Education, Applied Design, Skills and Technologies (ADST), and Career Education graduation requirement credit; and that students who complete certain DP English, French and Math courses would not have to write the provincial Language Arts 12 exam or a possible provincial Math numeracy exam (the BC Ministry of Education has not finalized the nature of the latter).\textsuperscript{795}

6.3.1.8 Conclusion Regarding the Overlap of the IB and the New BC Curriculum

There may be some challenges for BC teachers and advantages for IB teachers regarding implementing the new curriculum. As one interviewee stated in 2016:

Some will revolt against the Core Competencies because it’s against their own experience of learning…and they aren’t going to be paid to go for training as happens with teachers in the IB programme. The Core Competencies will be hard for teachers and there has been resistance, and it is likely that as the province goes to the Core Competencies there will be shouts to go back to traditional schooling….If the government wants Core Competencies, they need to continue educating school personnel and parents to understand it as they will drive the change, but if its seen as detrimental they will work to block it…and it’s an election year next year…\textsuperscript{796}

\textsuperscript{793} See Appendix 2. "BC Schools IB Statistics as of October 2016," op. cit.
\textsuperscript{794} Wray, interview, op. cit.
\textsuperscript{795} Sean Lenihan, DP Coordinator Minutes, BCAIBWS, June 7, 2016. See Appendix 11 for more specifics.
\textsuperscript{796} Interviewee 12.
He concluded, “Unless you have gone through the IB authorization, training, and external moderation process, where you are accountable, it can be too easy to live on land [old BC curriculum] and water [new BC and IB curricula]: you don’t grow gills unless there is no other choice.” Consequently, those teachers and schools that already have the IB programmes will be at an advantage regarding the implementation of the new curriculum.

6.3.2 Provincial Assessment Redesign

There are similarities between IB assessments and the new assessments recommended in the new BC curriculum. The culminating assessments for PYP and MYP, the PYP exhibition and the MYP Personal Project can be seen as exemplars for the direction the new BC government is moving for Grades 4-7 as suggested assessments for the “Principles of Quality Assessment” section of the new curriculum. The province specifically articulates those principles as being that “Quality Assessment

- is fair, transparent, meaningful and responsive to all learners
- focuses on all three components of the curriculum model – knowing, doing, understanding.
- provides ongoing descriptive feedback to students
- is ongoing, timely, specific, and embedded in day to day instruction
- provides varied and multiple opportunities for learners to demonstrate their learning
- involves student in their learning
- promotes development of student self-assessment and goal setting for next steps in learning
- allows for a collection of student work to be gathered over time to provide a full profile of the learner and learning

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797 Interviewee 12.
• communicates clearly to the learner and parents where the student is, what they are working towards and the ways that learning can be supported.  

The inquiry-based nature of IB assessments are in line with these principles. In addition, the creation of the recommended profile (or portfolio) from a collection of student work overlaps well with the IB as this occurs in the PYP and MYP Planners that students and teachers create.  

There is also a direct connection between work being done with the IB regarding assessment, and the new “Learning Supports, Strategies, and Systems” recommended in the BCEd plan, such as an innovative use of the new provincial online reporting system MyEducation BC (MYED BC). As stated by Bob Poole,

… the Ministry is still a leader in its approach to the DP, and again now using the MYEd reporting system which incorporates the reporting system from authorized MYP schools using MYP numbers and rubrics [instead of having to translate them into BC provincial equivalencies and then uploading them]. There is a legal arrangement in digital reporting using MYP language that is IB intellectual property. It is not a lot financially, but it is substantive, and better than some other provinces.  

However, while the new BC curriculum recommends that “Students, teachers and parents use criteria and rubrics to determine the standards met and the level of performance attained,” there are few provincially recommended rubrics offered as exemplars by the BC Ministry of Education, so each educator does what they want. In contrast, the IB has specific rubrics for different parts of the curriculum, and as the summative IB assessments are externally moderated,

801 Ibid.
803 Bob Poole, "MYED and IB," E-mail message, July 21, 2016.
there is continuity and reliability in the nature of what kinds of assessments are given and how they are evaluated.

The BC government has made an attempt to have some external moderation accountability for students and teachers across the province by requiring that students do the Foundation Skills Assessment (FSA) exams in Grades 4 and 7.\textsuperscript{804} “This combination of provincial exams in critical-skill subjects standardized tests in Grades 4 and 7, and classroom tests and assessments in other classes will make sure teachers, parents, and post-secondary institutions know just how well students are prepared to succeed.”\textsuperscript{805} However, as those tests are marked at the school or district level, it is not truly externally moderated.\textsuperscript{806} For the other grades through to Grade 9, there is no provincially moderated assessment. As of September 2016, for Grades 10-12 the only externally moderated exam was Language Arts 12 for English language schools, and French 12/Language Arts 12 for CSF schools. A new math skills (numeracy) exam and provincial literacy exam are set to be introduced in the 2018/19 school year.\textsuperscript{807} In contrast to the IB, with its emphasis on the accountability of externally moderated programmes providing a high quality, transparent educational experience, the new BC curriculum emphasizes “that these new exams will be a demonstration and application of learning through different means. There will be a greater focus on classroom assessment that is flexible and personalized… [giving] educators greater flexibility to decide how and when students are assessed.”\textsuperscript{808} A problem with

\begin{footnotesize}
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  \item \textsuperscript{804} The Foundation Skills Assessment is an annual province-wide assessment of all B.C. students’ academic skills in grades 4 and 7, and provides parents, teachers, schools, school districts and the Ministry of Education with important information on how well students are progressing in the foundation skills of Reading, Writing, and Numeracy.” “Foundation Skills Assessment (FSA),” op. cit.
  \item \textsuperscript{805} “Assessment and Reporting,” Building Student Success, last modified 2016, accessed August 5, 2017, \url{https://curriculum.gov.bc.ca/assessment}.
  \item \textsuperscript{806} “Foundation Skills Assessment (FSA),” op. cit.
  \item \textsuperscript{807} “Changes to Assessment,” Building Student Success, last modified 2016, accessed August 5, 2017, \url{https://curriculum.gov.bc.ca/assessment-info}.
  \item \textsuperscript{808} Ibid.
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this new focus on classroom assessment is that there is no provincial oversight of what is happening in one classroom versus another, so the quality of the educational experience across the province will be widely different.\footnote{In some public school districts, once you have your Continuing contract, you are not evaluated by an administrator again, so a teacher can do what they want as they are not externally accountable to anyone regarding curriculum delivery (unless an administrator decides to make it an issue that would involve a union battle, which would be a rarity).} This has likely always been the case, as it is in most educational jurisdictions; however, when there were end of year provincial exams in Grade 10-12 subjects, one could see the disparities, and a school or board could take action to try to rectify any problems that were perceived to be occurring. This is no longer the case save the few Grade 12 exams that exist/are scheduled to be introduced. As one interviewee stated:

Non-IB schools don’t have to be accountable. IB teachers are more accountable because of its transparency whereas non-IB BC teachers are accountable to the district regarding grades, reports, and assessments for students, but there is a huge variance of what that looks like between teachers, schools, districts, and the province. In contrast, the IB framework takes all of this into consideration and is more accountable and transparent.\footnote{Interviewee 13.}

However, another interviewee noted, “The philosophy of the IB is good practice, but when there is so little accountability for teachers to the province and so much to the IB, it can be a hard change to make….and that works against the IB’s expansion, even if there is much in their favor, such as the research based progress on ATL that is on the cusp.”\footnote{Thornhill, interview, op. cit.} The difference between the philosophy and nature of the assessments in the IB and the new BC curriculum, while having some similarities, are quite different regarding accountability of the quality of the educational experience, which could lead to an increase in schools offering the IB if school stakeholders start to believe that a school’s educational programme is not of a high quality.
Finally, a challenge regarding the expansion of the IB in BC in terms of assessment is the nature of the rigor and number of DP assessments. BC students may not want to have to write many exams, when the new BC curriculum has gone down to one (or two for CSF schools) as of 2016/17, and two (CSF three) when the new numeracy exam is rolled out. According to several interviewees, it could be hard to get students to take the IB if students know that they would have to sit for many more exams. As well, one interviewee stated that it has been an ongoing challenge to get the IB recognized more broadly by provincial authorities so DP students would not have to sit those remaining two sets of exams.

It is unclear whether the changes in assessment to the BC curriculum will lead to more school stakeholders adopting the IB or not. The externally accountable nature of the IB is an aspect that can be considered to be an advantage; however, the number and rigor of those assessments could be considered to be a deterrent to implementing it.

6.3.3 Graduation Program Redesign

How has the IB’s status changed in the BC “Pathway to Graduation” with the new BC curriculum? In August 2012 the BC curriculum and assessment reviews began, with “phrases” of restructuring: Formative Years (K-5), Middle Years (6-9), and Graduation Years (10/11-12). As of September 2016, the Formative Years and Middle Years programs were implemented, and the province recognized that the PYP and MYP could continue to be utilized in those grades in IB World Schools. The new BC Graduation Years program was scheduled to start to be

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812 See Chapter 5.3.1.2.
813 Two, or soon to be three, for CSF schools.
814 Interviewee 21.
implemented in the fall of 2017, but the BC Ministry decided to take more time to make changes
save the changing of exams (see 6.3.2). The documentation states as of August 2017, “The new
Grade 10-12 curriculum is available for use and feedback in the 2016/17 and the 2017/18 school
years.”815 Regarding the DP and its place in the BC Graduation program, as of September 2016
the MYP could still be used in Grade 10 in IB World Schools, and DP courses still had the same
credit equivalency for graduation.816  

The number of courses required in Grades 10-12 to obtain a BC Dogwood diploma
remains fewer than it takes to acquire an IB diploma (courses in Grades 11-12). The BC
Graduation Requirements for 2018/19 require 80 credits (five credits per course which is 20
courses) for Grades 10-12, with a minimum of 16 (four courses) in Grade 12.817 There are only
six mandatory Grade 11 and 12 courses to graduate: Science 11 or 12, Social Studies 11 or 12,
Math 11 or 12, Language Arts 11 and 12, and Arts Education and/or Applied Design, Skills, and
Technologies 11 or 12.818 This is in sharp contrast to the required 18 DP courses: six academic
courses in Grade 11, and six courses in Grade 12, in addition to TOK, Extended Essay, and CAS
in both years, if one is a full DP student.819 This being the case, it is unclear whether BC

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816 “Students can earn external credentials by taking courses, programs or activities that fall outside the normal B.C. school curriculum. An example might be graduation credits for Grades 10, 11 or 12 given to students who have completed B.C. Conservatory of Music training. Because these courses are developed and offered outside the B.C. school system, they must meet specific criteria in order to be authorized as an external credential course – this includes the same (or greater) level of depth, breadth, and rigour as would be found in Ministry-developed Grade 10, 11 or 12 courses, as well as an evaluation component that assesses the intended learning outcomes. Organizations offering these kinds of courses must also: Be governed by a provincial, national or international body; Have certified instructors; Be non-discriminatory and offer credentials that are available to a significant number of students throughout B.C.” “External Credentials,” op. cit.

817 “Path to Graduation,” op. cit.

818 Ibid.

students will want to enroll in the DP’s graduation program if it requires that students take that many more courses.

How will the BC Graduation Program’s state of transition and future changes possibly affect university admission? According to the analysis that can be found in Chapter 5.7, it is unclear if taking the DP gives a student an advantage regarding admissions to a BC university over taking the BC Graduation pathway for the Dogwood diploma. Now that there is even less accountability regarding BC schools offering similar ways of delivering the BC curriculum, could this effect university admission? According to the “Path to Graduation” Ministry document:

These changes will not impact students’ chances of getting into post-secondary institutions, as these institutions have been very involved in the conversations around these changes. We are moving slowly with changes to the graduation program, and will continue to work very closely with post-secondary and other education partners to assess, adjust and fine-tune over the coming years.820

Will the IB’s externally moderated consistency of program delivery give IB students an advantage versus BC students in the new Graduation Program? According to Andrew Arida, UBC Admissions Associate Registrar,

How do we account for school by school variations in grading practices [regarding admissions to UBC]? Frankly, we can’t. On a school by school, course by course, teacher by teacher basis, there are just too many variables to control for. And that applies to all curricula, including the IB. We have lots of examples of IB schools all over the world that constantly over-estimate their anticipated/predicted IB scores. We do control for differences in curricula. We know from our analysis of first year student performance that an IB student with a grade of X is likely to perform at the same level as a BC high school student with a grade of Y. And we use these equivalencies in the admission decision to ensure we recognize the rigour of the IB diploma. So we can adjust on a curriculum by curriculum basis. But going more granular than that is really problematic…and even though final IBDP grades are the single most reliable predictor of first year

820 “Path to Graduation,” op. cit.
success…it serves no purpose whatsoever in the university admissions process…as the final grades are way too late [posted in July] …. So… the “regular” [BC] system has no standardization in its assessments. But for all intents and purposes towards undergraduate admission, neither does the IB.  

Though this perspective may be shared by other university admissions officers, several interviewees expressed concern that as the BC Graduation Program has not been fully developed; hence, taking externally credentialed programs like the IB Diploma, which is internationally recognized by universities, could be a more reliable program due to its proven credibility, which could better ensure students could get into universities outside of BC.

It is unclear whether BC students will continue to want to enroll in the DP as an alternate graduation pathway to BC Dogwood diploma, particularly given its academic demands versus the BC curriculum. The IB can be a draw regarding its pedagogical philosophy; however, practically, if a school stakeholder’s focus is on university admissions, it is unclear if a DP student has a clear advantage over a student in the new BC Graduation program.

6.4 The Future of the IB in BC

6.4.1 BC: a Leader for Others

British Columbia’s IB programmes are considered to be exemplary models for many of the reasons already discussed in this study. In addition, it has special recognition in North America as British Columbia was the first Canadian province where the Ministry of Education granted equivalency to its courses, and was the second in North America after Florida. It is now a model and precedent for other provinces and states.

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821 Andrew Arida, "IB vs Dogwood," E-mail message, July 24, 2017.
822 Jones, interview, op. cit.
Its teachers and administrators (including, but not exclusive to, some of the interviewees and myself) play a role in the IB’s curriculum reviews, training teachers and administrators in BC and abroad, as well as creating resources for the IB programmes. Some districts have IB coordinators whose job it is to provide programme coherence, and are looked to as role models in other jurisdictions. One interviewee noted, “Teachers in our IB World School have become leaders for other schools that are going MYP and DP. They look to them to find out what they are exactly doing because they had heard through word of mouth about how they delivered the instruction and assessment.”

Another interviewee concluded, “At our [professional development] meeting… the IB Representative, Bob Poole, talked about BC being a beacon, and that the rest of Canada was looking to us.”

Within BC, the IB provides a framework that allows for BC public schools to compete with independent schools for if they both offer the IB, public schools can do it without students having to pay tuition. As one interviewee said, “The competition with [IB independent school] makes us better, and an appealing option.”

6.4.2 IB Philosophy and Curriculum are Attractive, but are they for every Student?

There is no doubt that the IB programme is attractive as demonstrated by the number of schools in BC that continue to express an interest in it, as well as go through the long, and expensive candidacy process to become authorized. In many of the interviewees’ schools, the reaction from the teachers and staff when they implemented the PYP and MYP programmes was that it was what was being done already, and going through the candidacy, authorization, and

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823 MacIntyre, interview, op. cit.
824 Tieche, interview, op. cit.
825 Thornhill, interview, op. cit.
826 Interviewee 20.
five year review processes forced teachers to immerse themselves in the pedagogy and self-reflect on their teaching practices more than they would if they were in the regular BC curriculum. One administrator stated:

The growth of the IB in BC is due to the appeal of the assured consistency of practice…or the perception that you have it…. the future is increasing choice, and the IB will grow as parents look for signature programs from their local school…and as long as there are robust independent schools funded by the government, districts have to have a model that offers what is comparable to them…that is of negligible cost in comparison.\textsuperscript{828}

There is a concern that some boards approach the IB as programmes for the “elite few.” Several interviewees expressed their desire to try to find a way to make the IB more accessible regarding this issue. As Bob Poole stated, “A challenge is to gain greater access in North America and around the world, to get people to understand what an international education means, and that it’s not just for the ‘bright kids.’”\textsuperscript{829} One administrator commented:

One of our concerns was the perception of the DP: it’s been around a long time, and is seen as being for the academic elite. When we went to open up the MYP, the reaction was that you won’t welcome all kids if they aren’t high performers. The concern was that the PYP and MYP were not fully inclusive, so we did a lot of education about that, especially with parents in schools who themselves had had the high school experience of seeing the IB programme that way…We talked about the inquiry cycle, teachers talked about what a year looks like. Sometimes we just had to say, “Trust us and a year from now it will all be ok.” And then they get through, and those same parents become your champions and advocates.\textsuperscript{830}

However, there are valid concerns about the accessibility of all aspects of the IB, particularly the DP. As another interviewee stated:

Nova Scotia has pledged that any student who wants access to the IB [DP] programme can have it; Ecuador is offering it throughout the country. Some see the IB as a ‘quick fix.’ But this raises a huge question: there needs to be

\textsuperscript{828} Kennedy, interview, op. cit. 
\textsuperscript{829} Poole, interview, op. cit. 
\textsuperscript{830} Kennedy, interview, op. cit.
recognition that it is an “elite” programme, not the same as “elitist,” because the DP’s demands are 1st year university level. You are essentially doing a year of university in Grade 11 and 12. When you make that the curriculum of your province or country: that is a high bar to set. So there needs to be recognition that not every student is university ready or bound. Is it appropriate for all? You should be able to get a high school education and not be university bound, but is that possible with the IB? Significant numbers of students don’t get their IB Diploma, but many of those students would be able to graduate from a regular provincial or state program, so is it conceivable… [is it] fair to only offer the IB?\(^{831}\)

Another interviewee responded to the debate about perhaps only offering the IB, despite its demands: “Anything that has true value is hard, that is worth doing is challenging. It’s easy now for things to not have deep value. I’ve seen the educational pendulum swing, but the IB is grounded in good principles of understanding.”\(^{832}\)

One interviewee felt that BC IB schools should adopt more of a business model to try to promote the IB:

Public schools and their leaders seem to be unwilling to recognize that education is a Big Business, and that they need to employ business tactics. Generally, a successful IB programme has a supportive Administration that is knowledgeable of the programme, and an enthusiastic coordinator. Also of extreme importance is the front desk and their affability and knowledge of the programmes when people walk in off the street. For example, to be like a hotel, “Would you like an upgrade over the regular room?” It can be a challenge for counsellors to keep kids in the programme when it becomes difficult. Above all the IB programme is a team and like anything, it needs renovation from time to time. I see the IB as only growing in the private schools in BC.\(^{833}\)

A related point was made by an administrator who said that their district was considering expanding their IB programme offerings; however, that person then expressed the sentiment that now that the new BC provincial curriculum has similar aspects to the IB, what is truly unique to promote about having an IB World School?\(^{834}\)

\(^{831}\) Interviewee 4.  
\(^{832}\) Interviewee 12.  
\(^{833}\) Interviewee 22.  
\(^{834}\) Interviewee 8.
There is a desire to see the IB expand outside of the Lower Mainland and Vancouver Island. Gary Little and Bob Poole have been working to try to expand its influence. At UBC, Gary Little serves on an ad hoc committee that is liaising with the Ministry of Education with a shared goal to extend the reach of the IB into communities that heretofore have not offered the IB to their students e.g. more rural BC Interior cities like Trail, Nelson and Penticton. As well, a First Nations community in the Interior has expressed an official interest in perhaps adopting the PYP at one of their independent schools, which would be a first.

Overall, the interviewees shared the sentiments of one administrator who concluded regarding the future place of the IB in a school district:

I have dramatically shifted my perspective on the IB: as a teacher and administrator in BC schools that lost students to schools with the IB programme. I was skeptical of it because it took good kids, but now I am an advocate. It has been a great influence on practice, and has influenced all of our schools. Now I’m a real champion of it as a great option. However, a new challenge can be to have the IB as a great option in a district with a collection of other great options.

6.4.3 Future IB Teacher Opportunities in and outside BC

In addition to UBC’s Teacher Education Office providing student teachers with the option of taking courses to be trained in the IB programme, UBC is piloting a teacher education programme that could contribute to its reputation as being a global leader in IB tertiary education. As Vice-Chair of the IB Regional Council, Gary Little is impacting various IB practices and directions such as creating a model for the IB Certificate in Teaching and Learning (IBCT), credentialing that will make becoming an IB teacher more accessible to teachers in developing countries. One option he has been working on includes a partnership with the Aga Khan Academy in Mombasa, Kenya. As he stated,

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835 Little, interview, op. cit.
836 Kennedy, interview, op. cit.
Building on the academy’s Teacher Preparation Program (TPP), this partnership—expected to be authorized by the IB organization—will allow certified Kenyan teachers to earn the coveted IB Certificate in Teaching and Learning (IBCTL) without having to leave their home country. Via online protocols, UBC faculty and staff will ensure all IBCTL requirements are met. This model harbours great potential for teachers in developing countries to earn IB educator certificates who otherwise would not be able to afford access to university programs of this type. UBC will be a global leader in this endeavor.”

6.4.4 IB Bureaucracy and the Expansion of the IB

As the IB has grown, it has introduced many layers of bureaucracy in an attempt to best serve its constituents. However, some working with the International Baccalaureate’s organization have found it difficult to navigate the bureaucracy. One interviewee said:

A challenge more recently as I am not teaching is dealing with the bureaucracy that has grown. There was a time when I knew everyone in New York, but now it seems like the organization changes almost daily…a constant movement of bureaucrats so you always get different answers. It makes it more difficult to implement the programme. You get great support with those you make contact with, but then you lose touch with them.838

Another interviewee raised a concern about the application and authorization process:

The IB needs to streamline its application and evaluation process, and streamline the continuum as its bureaucratic, repetitive, and costly. They need to just evaluate the whole thing [the continuum] all at once. There is lots of paperwork, and different language [e.g. vocabulary] in different programmes: they need to streamline the language. The move is towards continuum, so this has to happen.839

And there is a challenge to reconcile what occurs in the IB bureaucracy with the shifting BC curriculum bureaucracy. As one interviewee stated in 2016:

837 Little, interview, op. cit.
838 Interviewee 18.
839 Interviewee 5.
In addition to the political element of IB schools dealing with changing governments about every four years, there is a reshuffling of BC ministerial representatives who hand off their responsibilities, so you have to rebuild your relationships and educate them. The Ministry of Education bureaucrats are constantly being shuffled due to restructuring caused by budget cuts. Due to the recent changes to the BC curriculum, the people we used to deal with regarding IB issues had to be moved to deal with implementing the new BC curriculum, and there haven’t been the government resources that there have been in the past to look at our needs more fully. We haven’t been put on hold, and I’m hopeful that the restructuring of the BC curriculum will be a prime opportunity to look for new pathways; for example, with personalized learning. There is no time frame for decisions to be taken as there is still so much that is unknown about the new curriculum, but progress is being made.\footnote{840 Interviewee 17.}

A large bureaucracy can help or hinder any large organization. Despite the fact that the reason why the bureaucracy has grown was in order to best serve its constituents, it is still finding it a challenge to do so in a way that makes the IB appealing as a curricular alternative. It is unclear if the problems associated with the IB bureaucracy would prevent a school from becoming an IB World School, but according to several interviewees, if it could become more streamlined, it could make the IB more attractive.

6.4.5 How to Increase Access to the IB When it is so Expensive?

An interesting issue regarding the new provincial curriculum and the IB’s future expansion in BC is that, particularly regarding its alignment with the PYP and MYP: if the curricula are so similar, why would you pay the IB expensive authorization and follow up annual fees\footnote{841 See discussion in Chapter 5.5.} to run similar programs? Is the IB a “victim of its own success?” Bob Poole responded:

It's a good sign that the IB is recognized as good and is being copied. This has occurred in BC and Alberta in elementary school education; for example, in Calgary. The challenge for the BC Ministry is that it is introducing a new programme for middle years that is mostly modeled on the MYP, but teachers don’t have the tools; for example, access to the IB professional development, to show teachers how to implement the pedagogical practices and assessment
model….In the MYP you have to submit a Personal Project for external quality control, and there is an optional eAssessment. The Primary Years Programme of inquiry requires two years of collaboration with planners submitted to the IB, and then the IB checks five years later to make sure the school is on track…. There is a relative lack of resources like those that can be found on the IB’s OCC [Online Curriculum Centre; as of the fall of 2017 it’s called the “Program Resource Centre”] site…. And, fundamentally, the whole IB is behind you, including a five-year evaluation that goes with being a member that helps your school reassess how they have been doing.\(^{842}\)

To reiterate a key point made by Bob Poole, a key reason why a school would pay to run the IB despite the similarities with the new BC curriculum, is that both students and teachers/schools are externally moderated so there is greater “quality control” in IB World Schools.

Regardless of this appeal, it can be hard for smaller districts with funding issues to try to keep schools open, let alone to pay for additional expensive programs. Unlike the positions taken by the educational authorities in Ecuador, Nova Scotia, New York, Florida, and Chicago, the BC Ministry of Education is not likely to fund it even though the IB programmes are so closely aligned…or perhaps exactly because the new BC curriculum aligns so closely to it.

One solution could be a different authorization model. As proposed by Gary Little in a paper he presented in the early 2000s, there could be a cheaper IB authorization model by creating ones that are District-based. As he stated:

By making districts or a consortia of schools the locus of authorization by the IB, they would be able to broaden the IB’s reach into communities that are limited by costs. The challenge with this approach and the point of greatest objection is how to do this without compromising the quality of an IB education…it can be done by reworking the current model of volunteerism (workshop leaders; markers; authorization team members; etc.) to place a greater onus on local authorities to ensure standards are understood and adhered to (training, practice and accountability); making sure programs are adequately supported (finance, professional development and leadership); and that Districts/Authorities comply with the programme standards and practices of IB or face probation and ultimately de-authorization if positive change is not forthcoming.\(^{843}\)

\(^{842}\) Poole, interview, op. cit.  
\(^{843}\) Little, interview, op. cit.
All of the IB World Schools in the province have faced funding challenges, but some are particularly unique. The French Language Board (CSF) decided to put the IB in four secondary schools in 2009: École Gabrielle-Roy in Surrey (it offers the MYP and DP programmes), École Jules Verne in Vancouver, École Victor Brodeur in Victoria, and École Pionniers-de-Maillardville in Coquitlam. One reason for the establishment of some of them was due to declining enrolment, and the Board determined that offering the IB did cause enrolment to go up. There is no selection process to get into their IB programmes (other than general counseling): for students who speak French or have parents who speak French, it is their constitutional right to be at the school, to get an education that is equal to what is being offered in the English speaking boards in the province. Another attraction of their IB programmes was that the CSF Board decided that students do not have to pay any fees. All who were involved in the decision knew it was cheaper to offer the AP, but the philosophy and curriculum were appealing, particularly as all of the schools have a segment of French–speaking, relatively transient, international clientele who would come or go and the IB programmes could provide continuity for their children. However, even though it is free, it has sometimes been a challenge to get students to take the DP. As well, it could be a challenge for more CSF schools to offer the IB programme because the CSF Board pays for everything. There is a discussion of whether the introduction of fees could increase school stakeholder commitment to the programme, or whether it could cause it to decline. One interviewee said,

844 The CSF funded a MYP school in North Vancouver, École André-Piolat, that was authorized in 2013 and is considering opening other schools. See Appendix 2. "BC Schools IB Statistics as of October 2016," op. cit.
845 Schall, interview, op. cit.
847 Some AP courses exist in École Victor Brodeur on top of the IB programme. Schall, interview, op. cit.
Will we [the DP] survive? Is the programme cost-effective? Money is rare these days, so everything is questioned. Teachers love the programme…but in all of the courses you have to study hard, and “hard” can be hard to sell to the average student…. The local programme is easier in comparison to the IB DP, so they say that they will study hard later on in university. [Similar to other DP schools] It can be tough to sell even if they get 1st year university credit. They are so young in Gr 10 [when they have to decide if they want to take the DP or Dogwood]; they have no idea what they are going to do in the future.848

To keep the programme relevant for their school stakeholders, most, if not all of the IB World DP Schools, look at the incoming Grade 9s and 10s each year and try to plan what they can offer that will be the best for each student, in the hopes that the programme will continue to grow.

Britannia Secondary School in Vancouver is promoted in IB publications849 as representing the best of what the IB can offer, particularly in an area that is socio-economically disadvantaged.850 Unfortunately, in 2015 it was put on a BC Ministry of Education list of schools slated for closure. This situation was difficult for Britannia as it is more than just a school, but it serves the entire Downtown Eastside community as an important place of connection (and also attracts students from the entire Vancouver School District).851 There were no conversations between the Vancouver School Board and the former, long serving DP Coordinator at Britannia who knew more about the IB than anyone in the district as he had been part of the IB’s initial roll out in Vancouver School District at Sir Winston Churchill Secondary School in 1983 (at the time the sixth IB World School in BC) and was the DP Coordinator who implemented it at Britannia Secondary in 1991. He retired in June 2016, and decisions were being made over the summer of 2016 regarding what would happen to the school and its IB programme, but no one contacted him nor Bob Poole, who is the IB’s regional representative in

848 Ibid.
849 “Canada: IB Profile,” op. cit.
850 See Chapter 4.
851 Boissy, interview, op. cit.
BC. IB programme authorization can be transferred between schools e.g. Hillside Secondary to West Vancouver Secondary in West Vancouver,\(^{852}\) Balmoral Junior Secondary to Carson Graham Secondary in North Vancouver,\(^ {853}\) but there was/is a great concern regarding what could happen to its DP students: would they go to the other DP school, Sir Winston Churchill, which is right now at capacity, or would the IB authorization go to Templeton, and the school become a merged “Templetannia.”\(^ {854}\) The latter would be immensely difficult regarding merging student bodies and staffs, particularly determining which teachers would be made surplus as IB-trained teachers do not have seniority as a part of the contract negotiated with the Vancouver School Board (VSB).\(^ {855}\) As DP Coordinator Leo Boissy stated in the summer of 2016, “It all came out of the blue…there is a lot of suffering happening at Britannia because Christy Clark deemed us to be ‘low hanging fruit’.\(^ {856}\)\(^ {857}\) As of the fall of 2016 the school was taken off of the list of schools to be closed,\(^ {858}\) but this situation that imperiled the school’s programme has led to some reconsidering taking the IB.

Finally, Southlands Elementary school on Musqueam Nation land in southwest Vancouver has had its own unique challenges in implementing and sustaining the IB.

Southlands was on the way to being closed due to low enrolment; as well, it had the unique situation that 30% of its population was First Nations. Gary Little felt that the PYP’s approach was a good match with indigenous education, and perhaps Musqueam students would find more

\(^{852}\) See Appendix 2. WVSS became authorized when Hillside’s authorization transferred to it when it transitioned to being a Middle Schools). “West Vancouver Secondary School IB School Profile,” op. cit.
\(^{853}\) Barter, interview, op. cit.
\(^{854}\) Boissy, interview, op. cit.
\(^{855}\) Ibid.
\(^{857}\) Boissy, interview, op. cit.
\(^{858}\) Tracy Sherlock, "Britannia Secondary Saved From Closure," op. cit.
success in the PYP. The Vancouver School Board said that they would not fund it, so Bob Poole went to a local foundation, the North Growth Foundation, who put up the money for the PYP to be authorized (including training teachers), and then they got additional money from it, the Vancouver Foundation, and the VSB to do research to analyze the results. The research study was led by Joanne Archibald who is Associate Dean for Indigenous Education at UBC. After the authorization, the results looked promising; however, because of the contract that the Vancouver branch of the BC Teachers Federation (BCTF) had negotiated with the VSB, each year due to budget cuts teachers would be moved and teachers who had been trained in the PYP would be moved from Southlands due to their lack of seniority, and new teachers with no training would come in. This caused problems for the continuity of the PYP as well as caused it to be more expensive as teachers continually had to go to expensive IB training sessions. However, as of 2016 there was more stability regarding staffing, so a cadre of teachers have been established that have not only done the basic Level One IB training, but have gone on to do the more advanced Level Two IB training. As well, as of 2016 enrollment numbers continued to increase, and an analysis of the PYP and FSA results, in addition to in house assessments, suggest that students in the programme have been doing better than they were before the introduction of the PYP.

6.5 Conclusion

There is an extensive amount of curricular overlap between the IB and the new BCed Plan, some of it purposeful, such as the aspects that were brought in from IB teachers who were on curriculum writing teams, while other aspects could be considered coincidental e.g. both are

859 Poole, interview, op. cit.
860 Ibid., and Little, interview, op. cit.
inquiry-based and personalized. Both curricula are flexible to a degree regarding how and when the programmes are delivered e.g. school calendar, timetable, content, skills. They both articulate that there are transdisciplinary skills that students should learn, and there are some similar teaching approaches that are recommended to teach those skills. There are similarities between the types of suggested assessments; however, a key difference is that the assessments are more specifically articulated in the IB, and they are externally moderated. There are fewer similarities between the graduation programs with the DP being more academically rigorous and all of its courses are externally accountable. There are challenges regarding implementing the IB due to its rigor, costliness, and difficulties with the expanding bureaucracy of the organization. However, despite the challenges, it is likely that the trend will be that the IB will continue to expand in BC schools, as, overall, the experience in BC has been, and continues to be: “If You Build It, They Will Come.” As one interviewee stated, “People move so their kids can go to a good IB school: they should pay the IB a commission.”

862 Interviewee 11.
Chapter 7 Conclusion

7.1 Conclusion Introduction

In this final chapter I first review the key factors that shaped the establishment and expansion of the IB in BC. Secondly, I explore the significance of this research. Next, I provide some ideas for future research on the IB that might be developed using this study as a launching ground. In the last section, I provide some final thoughts on my journey in IB, the current situation in BC, and a small piece of speculation about the future.

7.2 The Place of the IB as a Curricular Choice in British Columbia

There are several factors that led to the establishment and expansion of the International Baccalaureate (IB) in British Columbia. Historically, the neo-progressive and global education pedagogical movements in BC in the 1970s contributed to inspiring educators across the Lower Mainland to go to their district boards to try to get them to adopt the IB’s holistic, internationally-minded curriculum in secondary schools. This continued into the more conservative educational era of the 1980s as the adoption of the IB was seen as best practice, even though it was expensive in a time of fiscal restraint. During the programme’s initial establishment in public schools from 1979 to 1991, the DP was instituted in communities with widely varied socio-economic circumstances to offer their students more rigorous educational opportunities with a globally-minded perspective. The initial reason for the establishment of these schools was not, as it came to be in some schools in the 21st century, to attract more students to stave off declining enrolment. As the first independent schools began to introduce the IB at the end of the last century, students were drawn from the public system, so more school
districts began to offer more IB programmes in an effort to bring students back or keep them. Some schools that have recently implemented the IB have done so as it is an externally-moderated quality assurance to their school stakeholders. Some schools that do not become officially authorized by the IB, for example because they cannot afford it, have ended up using similar philosophies as the IB philosophy and curricula, as it largely matches the new BCEd Plan.

Philosophically, the IB is appealing to most of the school stakeholders in the communities that have adopted it. The international-minded, Learner Profile-guided approach of the IB has thus transcended socio-economic barriers. It attempts to instil a notion of excellence and equity in schools (and sometimes through professional development osmosis, districts) that can afford to run it, and to those students who can afford or are selected to be in it.

In terms of curriculum, as there is overlap with the new BCEd programme, particularly regarding the IB’s ATL skills and BCEd Plan’s new Core Competencies, IB schools will be at an advantage implementing the new BC curriculum as they already teach using an inquiry-focused, learner-centred approach in the PYP and MYP. The more rigorous, content-flexible, university-oriented approach in the DP is appealing for school stakeholders who want to provide an academic challenge for their students beyond what the BCEd program offers. Both the IB and BCEd program allow for more personalization and choice. Continual, required IB teacher training, administrative reflection, and external moderation on IB teacher and school practices helps IB schools to offer consistent, high quality education.

A concern regarding the expansion of the IB in BC is the bureaucracy of the PYP and MYP regarding the necessity to produce sometimes daunting amounts of evidence of learning
outcomes for external moderation. As this can be an arduous burden of work, for students and teachers, it may dampen the appeal of the IB. Another concern is that there can be a disconnect between the MYP and DP as the former is more inquiry based while the latter is more examinations focused. It can be a challenge to adequately prepare Gr 9-10 students gradually and appropriately regarding skills and content development in an authentic and appropriate way, particularly when most Middle Years and Diploma Programmes in the public system are not in the same school. This is not as much of a problem in independent schools, where they can run continuum programs and have the resources to schedule time for curriculum and assessment meetings.

A final curricular concern is that the DP can be seen as being for the intellectual elite, and that it is too challenging; this perspective is both real and perceived, and it is a genuinely good question as to whether it is pedagogically sound practice for students to begin to undertake university-level work when they are 16 years old, particularly when the province offers a pedagogically similar academic program without stressful, high stakes final exams that are externally moderated, and it does so for free. However, given the fact that the new BC curriculum’s program is not externally moderated save one or two Grade 12 exams, there can be a lack of consistency of quality of program implementation, so those who want a more accountable program of academic excellence would likely choose the IB. Interestingly, despite these issues of academic production and rigor, most IB programmes in BC, both public and independent, are at or are over capacity, and the introduction of the IB has “saved” several schools that were facing declining enrolment and possible school closure. This is due in large part to the appeal of the IB’s proven reputation of pedagogical excellence.
Legislatively, the BC Ministry of Education has both overtly and more subtly recognized the value of the IB. After the IB was “externally credentialed” by the province in 1998, some DP courses gained BC Dogwood Graduation Program “equivalency” for many provincial courses (though students still have to write the one or two exams that existed as of 2016). There are ongoing negotiations to continue to offer that equivalency and expand it so DP students will not have to write any provincial exams. As described in Chapter 6, schools with the IB have used some of the new BCEd Plan initiatives, such as Bill 36 and the K-12 Innovation Partnership, to enhance the delivery of the IB. IB public and independent school teachers and administrators have helped the Ministry of Education develop tools to assist schools throughout the province, both IB and non-IB. It is likely that there will continue to be legislation that will affect the IB’s role in the province, and that that legislation will not hinder the continued expansion of the IB, but will encourage it, particularly given the strong relationship that has been developed between BCAIBWS and the Ministry of Education.

Economically, the biggest challenge facing the expansion of the IB in BC is the cost of implementing and running it. It is easier for independent schools to offer the IB as they can build its into their tuition fees (though some small independent schools find it a challenge). As well, since the advent of the Independent School Act in 1996, they get partial government funding. There has been a trend of “If You Build It, They will Come,” and due to the “open enrolment” provincial legislation that began in 2002, if school boards want, they can welcome students from other districts. The resulting increase in students leads to greater provincial funding (not only for funding each student, but the funding of each class the student takes; DP students take more classes as a part of their program than BC Dogwood Diploma students). However, there are more costs associated with the IB than with implementing BC’s new curriculum, such as paying
for specialized DP resources, having to pay to hire IB Coordinators, authorization charges, annual fees, and re-accreditation monies, as well as for the external moderation of MYP and DP assessments. Something that is particularly notable in a time of fluctuating currency markets and a weak Canadian dollar: those fees are payable in US dollars. The French School Board (CSF) chooses to fully fund its IB schools, but the same is not likely to occur in the English board system (despite the precedent of Nova Scotia offering the DP for free to all who apply) due to tight provincial allocations to those school districts. The ironic result is that even though the trend is that schools that offer the IB attract students and are at capacity, some districts have dropped it and others are considering no longer offering it as the cost-benefit analysis deems that it is not worth it. However, as of 2016 more schools are applying to become candidate schools and have expressed an interest in offering it than those who are dropping it, so it seems that even though it is costly, it is not dissuading schools/districts from trying to adopt it.

One of the main draws of the IB is that the DP prepares students very well for tertiary education, and students can even attain first or sometimes second year university credit (“dual credit”) for courses in which they do well. There is the perception that DP students are more likely to get into the university of their preference. The DP has more requirements, the academic level is of the highest standard, is externally moderated, and has a proven academic track record with universities. However, it continues to be the case that those who do well in the DP do not have a guaranteed entry into the university of their choice. Those in the Dogwood Graduation Program can get higher GPAs in courses that are significantly less arduous than the DP equivalent ones. Regardless, there have been several studies that state that DP students do better in first year university than those who have not done it, and this is important as future academic pathways can depend on how one does in the first year of university.
Alumni reflections on the IB contribute to the outstanding reputation that the programme has. The interviewee consensus and literature that has been published on this topic has generally been that even though the DP was stressful and rigorous, the call to “Wait for it!” continued to hold true: that is, wait for students to complete the PYP, MYP, and/or DP, and the vast majority of them, and their parents, end up being appreciative of what was gained.

7.3 Significance of the Research

The IB, developed outside of British Columbia—with an external organization, external professional development and external assessment—has developed since the 1970s into a well-recognized curricular choice across the most densely populated areas of British Columbia and beyond. Moreover, its approach to school learning has significantly influenced the most recent round of the BC Ministry of Education’s curriculum revision for all schools in the Province. Many external bodies seek to influence schools and their curricula, but the IB has been particularly successful. My research traces the steady growth of the IB in BC, its strengths and its challenges. Most importantly it uses documents and interviews with curriculum leaders, to analyze the factors that were key to its establishment and development. Understanding these factors, reviewed above, will be important for those interested in the future of the IB in British Columbia, the establishment and growth of the IB elsewhere, and the development of other external programs that seek to improve schooling anywhere.

Context matters, of course. For example, as I have shown, the key attractions of the IB during a period when global and progressive education were valued in the late 1970s shifted when schools found themselves competing for student enrolment. The issues of high-standards academic achievement, school and programme choice and selectivity, the internationalist outlook
in education, and the economics of education will all continue to be in play in future educational reform efforts in BC and elsewhere. The case of the growth of the IB in BC should inform those initiatives.

7.4 Implications for Future Research

This study opens the door to related paths of research, both in BC and beyond.

First, the interview data for this research came entirely from professional educators who had direct experience with the IB in BC. Another study\(^{863}\) used alumni perspectives on the programme in BC. It could be interesting to explore other stakeholders, specifically parents and current students.

Second, this study provides an overview of the IB in BC: it is the first time that such original research has been conducted. It could be interesting for another qualitative study to focus in more depth on one of the programmes. While the DP has been long established, the PYP and MYP raise issues that are in some cases specific to them. Similarly, little has been done on the history of the evolution of the French Language Board (CSF) schools in BC. They were the first to offer the IB for free to any student who was interested, and thus differ significantly from most of the English language schools.

Third, schools that are now adopting the IB are doing so at the same time as the new BCEd Plan is being implemented. It could be interesting to compare and contrast the implementation of the two programs, particularly as aspects of the various IB programmes are always, in one subject or another, continually undergoing curriculum review and revision.

\(^{863}\) Taylor and Porath, op. cit.
Fourth, it could be instructive to do a comparative case study of the IB in BC (in its entirety, or looking at only one of the programmes) with other IB programmes in other provinces. For example, a study of the DP in Ontario was completed in 2014. Now that Nova Scotia has offered open, free access to the DP to all students, this could also provide the basis for a rich qualitative case study.

Finally, this study looked at examples of what public versus independent IB school programmes were doing, but did not go into great depth. A follow-up qualitative study could go into detail comparing and contrasting the similarities and differences between them.

7.5 Some Final Thoughts

I undertook this study as a teacher who has worked in the IB for 20 years. Even though I began my career in the DP as a student teacher in British Columbia, most of my practical experience of the IB has been from an international perspective teaching at an international school in Europe, as well as an independent contractor marking exams and teaching teachers at workshops in Europe, the Middle East, and in North America (mostly in the United States).

The opportunity to come home to the province where I grew up and was educated, to be able to take a year off teaching to do my Masters in the Department of Curriculum and Pedagogy in the midst of a curriculum change in BC, and to be able to examine how that has impacted the IB (and vice versa), has been an especially enriching experience. As more than one colleague has said to me, “What a time to be studying curriculum and pedagogy in an education faculty!”

To be able to have the privilege of hearing the stories of educators from widely varying IB programmes in more or less challenging socio-economic circumstances was thought-provoking, inspiring, and humbling.
When I began my work I was sure that the IB would continue to expand at the relatively steep rate it has been since the turn of the century. This was because I knew it to be an outstanding, externally accountable programme, and many interviewees agreed with me. I also felt that as the new BCEd Plan changes seemed to be unclear regarding its Graduation Program, if students and parents wanted a quality-assured program that would likely afford them the opportunity to get into the university of their choice, more of them would gravitate to the DP due to its proven, accountable academic track record. This prediction seems to be upheld by the finding that “If you Build It, They Will Come.” Most public IB schools in BC are near or at or over capacity, most of the independent schools with the IB are near or at capacity, and some schools/districts are looking at expanding their IB offerings. As well, there are a number of independent, and to a relatively smaller extent, public schools that have IB candidate or IB interested status. However, the new BCEd Plan program so closely mirrors so many aspects of the IB’s programmes, and has gotten rid of most of its external exams, so there may be a move by students in the opposite direction. This could also be true as doing the DP is no guarantee for students to get into the university of their choice over a Dogwood Diploma student. Some students may feel that it is enough to pursue the Dogwood Diploma and wait until university to do more rigorous academic work. They may prefer to have a difficult first year university transition period because that has always been a part of the transition from secondary to tertiary school experience.

If the IB continues to grow in British Columbia, the factors examined in this thesis will play an influential role in its development.
Bibliography


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March 2012.


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Appendices

Appendix 1: Expansion of IB Programme Enrollment in BC 1974-2016. 864

Appendix 2: Table of Growth of IB Schools in BC Year by Year, Independent (I)/Public (P).  

Key:
- DP: Diploma Programme
- MYP: Middle Years Programme
- PYP: Primary Years Programme
- CP: Career-related Programme
- ( ) : Date of school’s authorization
- Gold = a school that is part of one of the partial (2) or full (3) IB continuum programmes
- Red = dropped and/or didn’t offer an IB programme in 2016/17 or before
- Schools outside Lower Mainland
- Green = Vancouver Island
- Blue = north/northeast of Lower Mainland

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As of July 2016 there were five: Carson Graham (P), Southridge (I), Brockton School (I), École des Pionniers-de-Maillardville (P-CSF), École Gabrielle Roy (P-CSF).

As of July 2016 there were six: Glenlyon Norfolk School (I), Stratford Hall (I), Mulgrave School (I), Meadowridge School (I), Aspengrove School (I), St. John’s School (I)

According to the B.C. Geographical Names Information System or BCGNIS site, “‘The Lower Mainland’…is used to refer to the entire area west of Chilliwack and south of Whistler,” William Boei, "Just What Constitutes the 'Lower Mainland'?” Vancouver Sun, January 22, 2009, 


# of programmes that are authorized in the year (if more than 1).
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873 2007 was the year that BC had the 2\textsuperscript{nd} largest number of IB programmes authorized in a year: 8.
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875 In 2009 was the year that BC had the largest number of IB programmes authorized in a year: 11.


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<td>Vancouver</td>
<td>PYP</td>
<td>✓</td>
</tr>
<tr>
<td>2015</td>
<td>Jun 4</td>
<td>Queen Mary Elementary School</td>
<td>North Vancouver</td>
<td>PYP</td>
<td>✓</td>
</tr>
<tr>
<td>2015</td>
<td>Dec 14</td>
<td>Southpointe Academy</td>
<td>Delta</td>
<td>PYP</td>
<td>✓</td>
</tr>
<tr>
<td>2016</td>
<td></td>
<td>White Rock Christian Academy</td>
<td>Surrey</td>
<td>DP</td>
<td>✓</td>
</tr>
<tr>
<td>2016</td>
<td>Jul 4</td>
<td>École Cedardale (1st French immersion)</td>
<td>West Vancouver</td>
<td>PYP</td>
<td>✓</td>
</tr>
<tr>
<td>TOTAL PROGRAMMES: (Underlined numbers are the same as those found in the “2016 Find an IB World School: BC” statistics)</td>
<td>28 programmes (less 1 as UWC Pearson College is not under BC Ministry of Education)</td>
<td>39 programmes (less 5 stop being authorized)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>---</td>
<td>---</td>
<td>---</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>TOTAL SCHOOLS: (Underlined numbers are the same as those found in the “2016 Find an IB World School: BC” statistics)</td>
<td>14 independent schools (less 1 as UWC Pearson College is not under BC Ministry of Education)</td>
<td>31 English board + 5 CSF =36 schools (less 5 schools that stopped being authorized)</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

---


881 Of the 2294 schools in BC as of Sept 30 2016, there were 43 IB World Schools [http://www.bced.gov.bc.ca/apps/imcl/imclWeb/Home.do](http://www.bced.gov.bc.ca/apps/imcl/imclWeb/Home.do). 11 schools outside of the Lower Mainland (less 4 stop being authorized) = 7 schools. Less Highland Secondary that is still authorized, but IB not offered 2016/17 =6 schools (5 Vancouver Island, 1 north or northeast Lower Mainland).

### Candidate IB World Schools as of July 2016

<table>
<thead>
<tr>
<th>Location</th>
<th>Programme</th>
</tr>
</thead>
<tbody>
<tr>
<td>North Vancouver</td>
<td>DP (I)</td>
</tr>
<tr>
<td>Delta MYP (I)</td>
<td></td>
</tr>
<tr>
<td>Shawnigan Lake MYP (I)</td>
<td></td>
</tr>
<tr>
<td>Surrey PYP (P)</td>
<td></td>
</tr>
<tr>
<td>Surrey MYP (P)</td>
<td></td>
</tr>
<tr>
<td>Vancouver DP (I)</td>
<td></td>
</tr>
<tr>
<td>Surrey MYP (I)</td>
<td></td>
</tr>
<tr>
<td>Surrey (PYP) (I)</td>
<td></td>
</tr>
</tbody>
</table>

- Underlined numbers are the same as those found in the “2016 Find an IB World School: BC” statistics.

- 11 programmes in 10 schools (6 new).

### Interested IB World Schools as of July 2016

<table>
<thead>
<tr>
<th>Location</th>
<th>Programme</th>
</tr>
</thead>
<tbody>
<tr>
<td>Langley CP (P)</td>
<td></td>
</tr>
<tr>
<td>North Vancouver CP (P)</td>
<td></td>
</tr>
<tr>
<td>West Vancouver CP (I)</td>
<td></td>
</tr>
<tr>
<td>Maple Ridge CP (I)</td>
<td></td>
</tr>
<tr>
<td>Kelowna MYP (I)</td>
<td></td>
</tr>
<tr>
<td>New Westminster PYP (I)</td>
<td></td>
</tr>
<tr>
<td>Vancouver PYP (I)</td>
<td></td>
</tr>
<tr>
<td>Golden DP (P)</td>
<td></td>
</tr>
<tr>
<td>Comox MYP (P)</td>
<td></td>
</tr>
<tr>
<td>Vancouver PYP (P)</td>
<td></td>
</tr>
<tr>
<td>Port Coquitlam DP (P)</td>
<td></td>
</tr>
<tr>
<td>MYP (P) = same school</td>
<td></td>
</tr>
<tr>
<td>Victoria DP (P)</td>
<td></td>
</tr>
<tr>
<td>Vancouver MYP (I)</td>
<td></td>
</tr>
<tr>
<td>Langley MYP (I)</td>
<td></td>
</tr>
<tr>
<td>Central Eastern</td>
<td></td>
</tr>
</tbody>
</table>

- 19 programmes in 18 schools (13 new).

---

883 An IB “candidate” school is one that is in the process of becoming authorized.


885 A school has expressed “interest” in the IB but has “not yet started the authorization process.”

<table>
<thead>
<tr>
<th>Vancouver Island</th>
<th>PYP (I)</th>
</tr>
</thead>
<tbody>
<tr>
<td>-Squamish PYP (P)</td>
<td></td>
</tr>
<tr>
<td>-Whistler PYP (P)</td>
<td></td>
</tr>
<tr>
<td>(NB. Whistler is in SD 48 Sea to Sky District, but not considered part of “Lower Mainland” definition)</td>
<td></td>
</tr>
<tr>
<td>-Saanich MYP (P)</td>
<td></td>
</tr>
</tbody>
</table>

### Facilitating the Transition Among IB Programmes

The diagram below is taken from Towards a continuum of international education (September 2008). This diagram outlines the key features of the three IB programmes.

- **IB Mission Statement**
- **IB Learner Profile**

<table>
<thead>
<tr>
<th>Nature</th>
<th>PYP</th>
<th>MYP</th>
<th>DP</th>
</tr>
</thead>
<tbody>
<tr>
<td>Framework</td>
<td></td>
<td></td>
<td>Prescribed curriculum</td>
</tr>
<tr>
<td>Inclusive</td>
<td></td>
<td></td>
<td>Aimed at preparing students for higher education</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Structure</th>
<th>PYP</th>
<th>MYP</th>
<th>DP</th>
</tr>
</thead>
<tbody>
<tr>
<td>Transdisciplinary units of inquiry</td>
<td></td>
<td></td>
<td>Organized around disciplines and interdisciplinary global contexts</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>How the programme is assessed</th>
<th>PYP</th>
<th>MYP</th>
<th>DP</th>
</tr>
</thead>
<tbody>
<tr>
<td>Internal assessment of all aspects of a student’s learning</td>
<td></td>
<td></td>
<td>External moderation of internally assessed work and external examinations</td>
</tr>
<tr>
<td>Internal assessment based on subject-specific criteria; schools can opt for external e-assessments</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Learning to learn</th>
<th>PYP</th>
<th>MYP</th>
<th>DP</th>
</tr>
</thead>
<tbody>
<tr>
<td>Transdisciplinary concepts and skills</td>
<td></td>
<td></td>
<td>Theory of knowledge</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Learning through experience</th>
<th>PYP</th>
<th>MYP</th>
<th>DP</th>
</tr>
</thead>
<tbody>
<tr>
<td>Action</td>
<td></td>
<td></td>
<td>Creativity, activity, and service</td>
</tr>
<tr>
<td>Service and action</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Language learning</th>
<th>PYP</th>
<th>MYP</th>
<th>DP</th>
</tr>
</thead>
<tbody>
<tr>
<td>Support for mother-tongue development</td>
<td></td>
<td></td>
<td>Support for mother-tongue/best language development</td>
</tr>
<tr>
<td>School’s additional language from age five</td>
<td></td>
<td></td>
<td>Support for mother-tongue development; school supported, self-taught language A1 courses</td>
</tr>
<tr>
<td>Student’s additional language (language acquisition)</td>
<td></td>
<td></td>
<td>Student’s additional language (language B)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Culminating experience that synthesizes learning</th>
<th>PYP</th>
<th>MYP</th>
<th>DP</th>
</tr>
</thead>
<tbody>
<tr>
<td>Exhibition</td>
<td></td>
<td></td>
<td>Extended essay</td>
</tr>
<tr>
<td>Personal project</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

---

Appendix 4: Initial Contact Letter to Interviewees.

Department of Curriculum and Pedagogy  
UBC Faculty of Education  
2125 Main Mall  
Vancouver, BC, Canada V6T 1Z4  
Tel: 604-822-5337

Letter of Contact

Date:

Principal Investigator: Dr. Peter Seixas, Professor  
Department of Curriculum and Pedagogy  
University of British Columbia  
(604) 822-3958  
peter.seixas@ubc.ca


Shannon Leggett is a University of British Columbia M.A. student in the Department of Curriculum and Pedagogy. She is currently researching the factors responsible for the establishment and expansion of the International Baccalaureate programme in BC from 1974-2016. She and the research team would like to invite you to participate in a research project on the factors responsible for the establishment and expansion of the International Baccalaureate programme in BC from 1974-2015. You have been invited to take part in this study because you have been, or currently are, a key participant in the IB programme in BC during this period. The project is being undertaken to complete a Master’s thesis that will be published online through UBC.

Shannon Leggett will conduct the interview, which will take approximately 30-60 minutes and will occur at a time and place convenient to you. The interview will be digitally recorded with your permission. You will have up to one week to decide whether to give permission to allow me to use your interview. If you wish, she will send a typed copy of the transcript of the interview for you to verify that she has correctly transcribed your comments. You are invited to make changes or clarifications.

Participation in this study is entirely voluntary. You may refuse to participate at any time without consequence. As a participant, you will not be waiving any of your legal rights. Your right to privacy is protected by the Freedom of Information and Protection of Privacy Act of British Columbia. This Act lays down rules for the collection, protection, and retention of your personal information by public bodies, such as the University of British Columbia and its affiliated teaching hospitals. Further details about this Act are available upon request.
The research team looks forward to hearing from you, and we appreciate the time taken to consider this request.

If you would like to participate, please contact Shannon Leggett to set up an interview and for her to send you a Letter of Consent. She can be reached at (xxx-xxx-xxxx) or via email at shannon.leggett@alumni.ubc.ca.

Kind regards,

Shannon Leggett
MA student
Department of Curriculum and Pedagogy
University of British Columbia
Appendix 5: List of Interviewees

- Andrew Arida (UBC Admissions Associate Registrar and expert in the IB regarding UBC admissions/First Year student performance). Interview conducted July 6, 2016.

- Brenda Ball (Senior School Principal and Social Studies teacher at Brockton School, an independent school in North Vancouver that has had the PYP and MYP since 2008. As of 2016 she was also the DP Coordinator as the school was in the “candidate” process to becoming a DP school and thereby, the 7th BC full continuum school [DP authorization occurred on January 11, 2017]. She is also a co-author of the new 2015 BC Social Studies curriculum). Interview conducted July 6, 2016.

- Kathleen Barter (North Vancouver School District Administrator including IB programmes; former MYP administrator at Balmoral Junior Secondary School; director of a BC Innovation Grant project regarding the IB, and in charge of other joint school projects). Interview conducted July 18, 2016.

- Leo Boissy (One of the IB “pioneers” implementing the DP at Sir Winston Churchill Secondary School in Vancouver in 1983; former DP Coordinator and DP Math teacher at Britannia High School, Vancouver’s oldest remaining secondary school which opened in 1908; examiner, workshop leader, and IB World School authorization team leader). Interview conducted July 8, 2016.

- John Crowley (Vice Principal at Rockridge Secondary School, an MYP school in West Vancouver). Interview conducted July 8, 2016.

- Kirsten Dixon (PYP Coordinator at École Cedardale in West Vancouver, the first BC French Immersion IB World school). Interview conducted July 8, 2016.

- Karine Guezalova (DP Coordinator at Semiahmoo Secondary School in White Rock, Surrey, the second oldest IB school in BC; DP History and English teacher and workshop leader). Interview conducted July 18, 2016.

- Martin Jones (Vice Principal of Mulgrave School’s Middle Years Programme in West Vancouver; former MYP PE and English teacher at Mulgrave; Vice-chair of the British Columbia Association of International Baccalaureate World Schools [BCAIBWS] as of 2016). Interview conducted July 5, 2016.


- Gary Little (Director of UBC's International Baccalaureate Educator Programmes; formerly a teacher and administrator in various Vancouver School District schools, including those with the IB; Vice-Chair of the IB Regional Council). Interview conducted July 5, 2016.
-Tony Macoun (One of the BC “IB Pioneers.” Director and Head of College at Lester B. Pearson United World College (UWC) of the Pacific [as of 2016 called Pearson College UWC] from 1986-1993; on the founding Board of International Baccalaureate North America [IBNA] and President for two years; introduced the IB at four schools [in Canada and abroad]; as of 2016 Chairman of the Board at Pearson College UWC). Interview conducted October 2, 2016.

-Hilary Matts (One of the BC “IB Pioneers.” Former DP Coordinator and DP French teacher at West Vancouver Secondary School; examiner and IB World School authorization team leader; co-director of the BCAIBWS workshop provider). Interview conducted July 11, 2016.

-Gordon McIntyre (Former Director of the PYP at the Junior School at Stratford Hall in Vancouver; Deputy Head of Mulgrave School in West Vancouver; as of 2016 the leader/coordinate of informal group of BC IB continuum independent schools). Interview conducted July 5, 2016.

-David Miller (DP Coordinator at Richmond Secondary School; as of 2017 Vice Chair of BCAIBWS; examiner of Language A2; Language A English teacher since 2004). Interview conducted July 18, 2017.


-Cora Pickering (DP Coordinator and counsellor at R.E. Mountain Secondary School in Langley [the first IB World public school in BC]). Interview conducted July 9, 2016


-Bob Poole (One of the BC “IB Pioneers.” DP Biology and TOK teacher, and then DP Coordinator at Sir Winston Churchill Secondary School in Vancouver when they first adopted the IB in 1983; head of the IB office in Vancouver from 2002-12; is an IB Development Specialist). Interview conducted July 6, 2016.


-Liz Thornhill (MYP/DP Continuum Coordinator and DP Chemistry teacher at Carson Graham Secondary School in North Vancouver; part of Innovation Grant with Rockridge and Mulgrave).
Interview conducted July 19, 2016.


-Isobel Willard (One of the BC “IB Pioneers.” Taught the first group of DP Biology students at Winston Churchill Secondary School in Vancouver; went on to become DP Coordinator and Vice Principal there; left Churchill to roll out the DP at Mulgrave School in West Vancouver as Vice Principal and then Senior School Principal; left Mulgrave to initiate and teach student teachers in the IB Diploma Teachers Training cohort at the University of British Columbia). Interview conducted July 10, 2016.

-John Wray (Head of School at Mulgrave School, an IB Continuum school in West Vancouver; former Principal of South Island School in Hong Kong, which became an IB World School under his leadership). Interview conducted July 4, 2016.
Appendix 6: Consent Form for Interviewees.

Consent Form

Date:

Re: CONSENT TO PARTICIPATE IN A RESEARCH PROJECT


Principal Investigator: Dr. Peter Seixas, Professor
Department of Curriculum and Pedagogy
University of British Columbia
(604) 822-3958
peter.seixas@ubc.ca

Co-investigators: Dr. Penney Clark, Professor
Department of Curriculum and Pedagogy
University of British Columbia
(604) 822-3958
penney.clark@ubc.ca
Dr. Anne Phelan, Professor
Department of Curriculum and Pedagogy
University of British Columbia
(604) 822-3958
anne.phelan@ubc.ca

Co-investigator and Primary contact:
Shannon Leggett, M.A. student
Department of Curriculum and Pedagogy
University of British Columbia
(604) 822-3958
shannon.leggett@alumni.ubc.ca

Purpose: Shannon Leggett is a University of British Columbia M.A. student in the Department of Curriculum and Pedagogy. She and the research team would like to invite you to participate in a research project on the factors responsible for the establishment and expansion of the International Baccalaureate programme in BC from 1974-2016. You have been invited to take part in this study because you have been, or currently are, a key participant in the IB programme in BC during this period. The project is being undertaken to complete a Master’s thesis that will be published online through UBC.
Study Procedures: The research team, via Shannon Leggett as the researcher/primary contact, will conduct the interview and the results will contribute to the evidence that will be used in her thesis. The interview will last approximately 30-60 minutes. You can choose to refrain from answering any questions on topics you prefer not to discuss and can withdraw participation at any time. All interviews will take place at a time and place of your choosing (they can be done in person or on the phone). The interview data will be collected through digital-audio recordings. Shannon Leggett will transcribe the interview recordings. She will show the transcript of their interview to those interviewees who request it. The recordings and transcripts will be securely stored on her computer and backed up on a separate, secure hard drive.

Confidentiality: Shannon Leggett will keep the records confidential. She will not directly name those who she will cite in her paper unless she is given permission to do so. In general, she will reference the interviewees in text regarding their position e.g. administrator. In the Appendix she will provide a list of interviewees who gave their consent to be listed, while ensuring that individual identities are protected.

Potential Risks: The research team is not aware of any potential risks to interviewees.

Potential Benefits: Given that there has never been a study of the IB programme in British Columbia, this research will be of professional and historical interest to the interviewees. The findings from this research will help you to contextualize your own professional experience in the broader context of the IB in BC. Shannon Leggett would be pleased to send you by email attachment any published articles or reports concerning the findings of this study.

Contact for information about the study: If you have any questions about the research study, please feel free to contact Co-Investigator Shannon Leggett (xxx-xxx-xxxx) or shannon.leggett@alumni.ubc.ca or Principal Investigator Dr. Peter Seixas (604-822-5277 or peter.seixas@ubc.ca).

Contact for concerns about the rights of research participants: If you have any concerns or complaints about your rights as a research participant and/or your experiences while participating in this study, contact the Research Participant Complaint Line in the UBC Office of Research Ethics at 604-822-8598 or if long distance e-mail RSIL@ors.ubc.ca or call toll free 1-877-822-8598.

Participant’s consent: I understand that my participation in this study is voluntary and that I may refuse to participate or withdraw from the study at any time without consequences.

I consent to be interviewed and I would like my name to be published in a list of interviewees, understanding that my comments could be identifiable.

OR

I consent to an interview, but do not want my name published in a list of interviewees. I understand that the confidentiality regarding my participation will be maintained.

My signature below indicates that I have a copy of this consent form for my records.
My signature below indicates that I consent to participate in this study and to allow my information to be used for the purposes of this study.

**Please indicate in the box below if you would like to see how the transcripts of the interview are used in the thesis before giving final consent to use your information.

I would like to read the transcript of my interview BEFORE I give final consent.

Participant’s Signature _________________________ Date _______________________

Participant’s Name ____________________________
(Please print clearly.)
Appendix 7: Questions for Interviewees.

- Opening open-ended question: “Tell me about your involvement in the IB programme?”

I will then follow up with other possible questions:

- Were you in a position to make decisions that could affect the growth of IB in BC? If so, what were they? What were the impacts or effects of those decisions (both positive and negative)?

- What are some a) challenges and b) successes that you have experienced in your involvement with IB?

- In your experience, what have been parent and student responses to the IB programme, positive and negative?

- What do you see for the future of the IB in the district, in BC and globally?”
Appendix 8: Final Consent Form for Interviewees.

Final Consent Form

Date:


Principal Investigator: Dr. Peter Seixas, Professor
Department of Curriculum and Pedagogy
University of British Columbia
(604) 822-3958
peter.seixas@ubc.ca

Co-investigators:
Dr. Penney Clark, Professor
Department of Curriculum and Pedagogy
University of British Columbia
(604) 822-3958
penney.clark@ubc.ca
Dr. Anne Phelan, Professor
Department of Curriculum and Pedagogy
University of British Columbia
(604) 822-3958
anne.phelan@ubc.ca

Co-investigator and Primary contact:
Shannon Leggett, M.A. student
Department of Curriculum and Pedagogy
University of British Columbia
(604) 822-3958
shannon.leggett@alumni.ubc.ca

Purpose: This research project will investigate the factors responsible for the establishment and expansion of the International Baccalaureate programme in BC from 1974-2016. You were invited to take part in this study because you have been, or currently are, a key participant in the IB programme in BC during this period.

Study Procedures: You have been interviewed for this project. Please find a copy of your interview transcript. Please take up to one week to give your permission to use your transcript. You may request changes and/or deletions to your transcript. You may also withdraw your
permission to allow your transcribed interview to be used in this study with absolutely no consequences.

**Confidentiality:** Shannon Leggett will keep the records confidential. She will not directly name those who she will cite in her paper unless she is given permission to do so. In general, she will reference the interviewees in text regarding their position e.g. administrator. In the Appendix she will provide a list of interviewees who gave their consent to be listed, while ensuring that individual identities are protected.

**Contact for concerns about the rights of research participants:** If you have any concerns or complaints about your rights as a research participant and/or your experiences while participating in this study, contact the Research Participant Complaint Line in the UBC Office of Research Ethics at 604-822-8598 or if long distance e-mail RSIL@ors.ubc.ca or call toll free 1-877-822-8598.

**Participant’s consent:** I understand that my participation in this study is voluntary and that I may refuse to participate or withdraw from the study at any time without consequences.

My signature below indicates that I have a copy of this consent form for my own records.

My signature below indicates that I consented to have the transcript of my interview used in this study under the conditions I have indicated.

Please check one box:

- My transcribed interview can be used as it appears.
- My transcribed interview can be used with the deletions and additions I have indicated.
- My transcribed interview cannot be used for this study.

_______________________________________          __________________________
Participant signature                        Date

__________________________
Participant’s name (Please print clearly)
Appendix 9: Increase in Public vs. Independent Schools in BC 1974-2016 (and Candidate/Interested Schools as of July 2016).  

**Appendix 10: UBC Dual Credit for IB Courses as of December 2015**

**WHERE YOUR IB EDUCATION STANDS OUT**

UBC recognizes the IB program's academic rigor and values its emphasis on areas beyond academic achievement. The personalized section of your UBC application is your chance to share your experiences in the IB program and beyond. It tells us what you are most proud of, what is most important to you, and what you have learned inside and outside the classroom.

Learn more about admission to UBC at ubc.ca/international-baccalaureate

**FIRST-YEAR CREDIT FOR IB COURSES**

UBC considers all Higher Level and some Standard Level IB courses for first-year credit. The table below shows the credits granted on each campus for the most popular IB courses, but your other IB classes may be eligible for credit too. For all other courses, credit is determined by your admitting faculty. If you are eligible to receive an exemption, please consult your departmental advisor at UBC before registering for second-year courses. You can also choose to re-take a course for which you receive first-year credit.

<table>
<thead>
<tr>
<th>SUBJECT</th>
<th>MINIMUM IB GRADE</th>
<th>VANCOUVER CAMPUS COURSE GRANTED</th>
<th>VANCOUVER CAMPUS COURSE GRANTED</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIOLOGY</td>
<td>5</td>
<td>PRSC 170 (H) with permission for PRSC 171A/B</td>
<td>PRSC 170 (H) with permission for PRSC 171A/B</td>
</tr>
<tr>
<td>BUSINESS AND MANAG.</td>
<td>5</td>
<td>GENG 110 (H) and GENG 100</td>
<td>GENG 110 (H) and GENG 100</td>
</tr>
<tr>
<td>BUSINESS AND MANAG.</td>
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<td>BIS 128</td>
<td>BIS 128</td>
</tr>
<tr>
<td>CHEMICAL</td>
<td>6</td>
<td>CHEM 100A/B</td>
<td>CHEM 100A/B and CHEM 100C/D</td>
</tr>
<tr>
<td>CHEMISTRY</td>
<td>5</td>
<td>CHEM 100A/B</td>
<td>CHEM 100A/B and CHEM 100C/D</td>
</tr>
<tr>
<td>CHEMISTRY</td>
<td>5</td>
<td>CHEM 100A/B</td>
<td>CHEM 100A/B and CHEM 100C/D</td>
</tr>
<tr>
<td>CHEMISTRY</td>
<td>5</td>
<td>CHEM 100A/B</td>
<td>CHEM 100A/B and CHEM 100C/D</td>
</tr>
<tr>
<td>CHEMISTRY</td>
<td>5</td>
<td>CHEM 100A/B</td>
<td>CHEM 100A/B and CHEM 100C/D</td>
</tr>
<tr>
<td>CHEMISTRY</td>
<td>5</td>
<td>CHEM 100A/B</td>
<td>CHEM 100A/B and CHEM 100C/D</td>
</tr>
<tr>
<td>CLASSICAL LANGUAGES</td>
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<td>GENG 100A/B</td>
<td>GENG 100A/B</td>
</tr>
<tr>
<td>CLASSICAL LANGUAGES</td>
<td>5</td>
<td>GENG 100A/B</td>
<td>GENG 100A/B</td>
</tr>
<tr>
<td>COMPUTER SCIENCE</td>
<td>6</td>
<td>CIPSC 10B (H)</td>
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**889 Information for International Baccalaureate Applicants: UBC. Vancouver, BC: University of British Columbia, 2015.**

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Appendix 11: Requests as of 2016 from BCAIBWS to the BC Ministry of Education Regarding Recognition of IB Courses for BC Dogwood Credit.

Continued recognition of IB Diploma courses as an alternate pathway to graduation with graduation credit and course codes for IB Diploma courses in grades 11 and 12.

- Inclusion of the IB Group 3: Individuals and Societies courses (History, Geography, Economics, Business & Management, Psychology, Global Politics, Philosophy, ITGS, Social & Cultural Anthropology, and Environmental Systems and Societies) taken at the Grade 11 level as meeting the Social Studies 11 or equivalent graduation requirement.

- Recognition of the IB Creativity, Activity and Service core requirement as fulfilling the Career Education 10/11/12 graduation requirement. IB CAS over grade 11 and 12 is an 18 month, approximately 3 hours per week, engagement in activities which fulfill the criteria of Creativity, Activity and Service learning. Through the Service component students will engage with many of the curricular competencies of the Career Education courses.

- Recognition of the IB Creativity, Activity and Service core requirement as fulfilling the Arts Education 10, 11, 12 and/or Applied Design, Skills and Technologies 10, 11, 12 graduation requirement. IB CAS over grade 11 and 12 is an 18 month, approximately 3 hours per week, engagement in activities which fulfill the criteria of Creativity, Activity and Service learning. Through the Creativity component students will engage with many of the curricular competencies of the Arts Education and/or Applied Design, Skills and Technology courses.

- Consideration of accepting the IB English A: Literature, IB English A: Literature and Performance and IB English A: Language and Literature assessments as the equivalent of the new provincial English literacy assessment, reducing the need for students to sit 2 different exams. The results of the IB Language A assessments will provide a measure of our BC IB students’ abilities against the global standards of the IBO. This equivalency would be dependent upon the student completing both years of the IB course, as well as both the internal and external assessments.

- Consideration of accepting the IB French A: Literature, IB French A: Literature and Performance and IB French A: Language and Literature assessments as the equivalent of the new provincial French literacy assessment, reducing the need for students to sit 2 different exams. The results of the IB Language A assessments will provide a measure of our BC IB students’ abilities against the global standards of the IBO. This equivalency would be dependent upon the student completing both years of the IB course, as well as both the internal and external assessments.

- Consideration of accepting the IB Mathematics and IB Mathematical Studies assessments as the equivalent of the new provincial numeracy assessment, reducing the need for

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890 Sean Lenihan, BCAIBWS Chair, DP Coordinator Minutes, June 7, 2016.
students to sit 2 different exams. The results of the IB Mathematics and IB Mathematical Studies assessments will provide a measure of our BC IB students’ abilities against the global standards of the IBO. This equivalency would be dependent upon the student completing both years of the IB course, as well as both the internal and external assessments.