

LEADERSHIP AND PREPARING FOR CHANGE

Final edits to the enhanced PYP are underway. We will be sharing a series of updates from September onwards but meanwhile, as outlined in our [May Update](#), we wanted to take this opportunity to reflect on the role of agency in leadership and preparing for these exciting enhancements.

As schools start to consider how best to prepare for the launch of the enhanced PYP, it is an appropriate time to reflect on the nature of leadership and how the development of agency fosters a culture of continuous school improvement, innovation and excellence.

The enhanced PYP combines **research and innovation** to inspire and excite schools about the possibilities when the learning community commits to continuous school improvement.

Creating a dynamic, engaged learning community where everyone has agency throughout the change process, can be achieved by leadership establishing a climate where:

- leaders work with others to create **a shared sense of purpose and direction**
- leaders view their role as **consisting of multiple responsibilities that may be shared** by various members of the learning community
- leaders **work through and with others by establishing a culture and conditions** to embrace change through risk-taking and innovation.

BUILDING LEADERSHIP AND PREPARING FOR CHANGE

The enhanced PYP will explore the ways in which leaders can draw on a **range of capabilities** to support the enrichment of learning and teaching in their learning communities. Honouring the concept of agency – the power to act - motivates and challenges staff, students, parents and the wider school community to take on **formal and informal leadership roles**, and explore new ways to reach shared aspirations together.



Better for students: by providing a climate that supports students in becoming autonomous, agentic learners as part of a wider learning community.

Questions for consideration...

1. What opportunities for student leadership, beyond the student council, exist in your school?
2. What choice, voice and ownership do students have in decision making and change processes?



Easier for teachers to implement: by positioning teachers as informal leaders within the learning community and offering IB Professional Development to enhance personal development and explore concepts of change for continuous school improvement and innovation.

[Seven IB Leadership Capabilities, IB educator certificates and leadership PD](#)

Questions for consideration...

1. What opportunities do staff have for sharing leadership responsibilities?
2. What professional development opportunities would best support your teachers' needs and encourage them through any process of change and innovation?

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More flexible for schools: by enabling a more contextually relevant implementation of the programme.

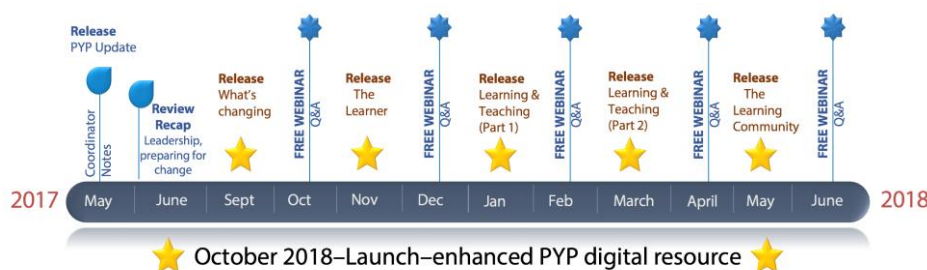
Questions for consideration...

1. How can the learning community be included in your decision-making processes?
2. What existing opportunities could be leveraged to engage your wider learning community in any process of change and innovation?
3. How does your school strive to continually improve and innovate?

STAY UP TO DATE

For the latest official communications and updates, please visit your [Programme resource centre](#) regularly.

Key Communications timeline:



GET SOCIAL
with the latest news, tips and strategies on implementation from our learning community via

@ibpyp



<https://blogs.ibo.org/sharingpyp/>

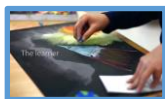
Communications you may have missed:

May 2017 Update: [Trusted, Timeless and Transformational & Webinar: Demystifying transdisciplinary learning](#)

March 2017 [Change to interpretation of requirement C3.1.b](#)

February 2017 [Review Update](#)

September 2016 Video: The Learner, The Learning Community, Learning and Teaching in the Enhanced PYP



FURTHER READING

IB Research Summary – [School Leadership in the Primary Years Programme](#)

BARBER, M., CLARK, M., WHELAN, F. *Capturing the leadership premium – How the world's top school systems are building leadership capacity for the future.* Mc Kinsey & Company.

ELMORE, R. *Building a New Structure for School Leadership.* 2000. The Albert Shanker Institute

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NATIONAL COLLEGE FOR LEADERSHIP AT SCHOOLS AND CHILDREN'S SERVICES. *10 strong claims about successful school leadership*. UK Gov., 2010

RIORDAN, G., WALKER, A. Leading collective capacity in culturally diverse schools. *School Leadership & Management*. 2010, volume 30, No.1, p. 51 – 63