

November 1, 2024



# Middle Years Programme

Early Engagement Report  
Appendix - C

*With deep gratitude and respect, we are honoured to be learning and unlearning on the ancestral and unceded lands of the x<sup>w</sup>məθk<sup>w</sup>əyəm (Musqueam), Sḵwxwú7mesh Úxwumixw (Squamish Nation) & səlilwətaʔ (Tsleil-Waututh Nation).*

## Executive Summary

This report outlines results of the early engagement process to gather initial feedback from key community members regarding the future of the Middle Years Programme (MYP). The aim of this early phase was to gain an understanding of community sentiment and provide valuable insights to the Education Plan Committee ahead of broader public engagement.

The District follows best practices for public participation provided by the International Association for Public Participation (IAP2) as outlined in [Administrative Procedure 106 – District Public Engagement](#). Gaining feedback through public engagement, “enables the District to be responsive to educational needs of students as well as the societal needs of audiences and stakeholder groups it serves.”

Vancouver School Board (VSB) staff conducted early engagement from October 21 to November 1, 2024. This included six focus groups with MYP educators and PAC executives at schools offering MYP— Lord Roberts Elementary (Roberts), Elsie Roy Elementary (Elsie Roy) and King George Secondary (King George). The purpose was to hear their perspectives and inform the plans for subsequent engagement activities. Input gathered during this stage not only reflects the community’s initial perceptions, but also serves as a foundation for broader engagement, ensuring the needs and expectations of impacted community members are reflected in the engagement process.

Feedback indicates that most educators favour discontinuing MYP, pointing to curriculum overlap, increased workload, high staff turnover, lack of collaborative time and disconnection among other MYP schools. While 65 per cent of educators did not have any interest in obtaining IB certification, 27 per cent expressed interest, with some highlighting benefits like developing service-minded students and potential collaboration, the remaining educators were neutral.

Feedback by PAC executives showed that this group valued the project-based and community service opportunities MYP provided for their children, but there are concerns regarding the clarity of report cards and the financial implications of maintaining MYP, given its overlap with the existing curriculum. This group also indicated that while the presence of the IB program was a positive feature, their decisions to enrol their children in their current schools was primarily driven by the convenience of the catchment location, rather than the existence of an MYP program.

## Goals for Early Engagement

1. Consult key members in the community and collect preliminary feedback about both the MYP program and the proposed engagement process to ensure the District removes engagement barriers and provides robust opportunities for community participation.
2. Ensure that all information presented is clear and early engagement participants are fully informed about the state of the MYP program, the reasons for the potential changes and the Board's decision-making process.
3. Summarize participants' insights, addressing any gaps or barriers to the broader engagement process and include this summary in the Education Plan committee information (distributed to stakeholders by November 1, 2024).

## Early Engagement Overview and Approach

### *Focus Group with MYP Educators*

Focus groups were held with MYP educators at Roberts (seven educators), Elsie Roy (seven educators) and King George (28 educators) on October 22 and 23, 2024. These sessions focused on gaining an understanding of how educators deliver MYP, as well as potential opportunities and challenges they experience in working with the IB framework.

Each focus group began with a presentation outlining the history of MYP at VSB schools, the similarities and differences of IB and British Columbia curricula and an overview of results from the recent evaluation of VSB's MYP program conducted by IB World (see [Appendix A](#) for presentation slides). An overview of the engagement timeline and potential activities was shared with participants. They then considered the following five questions:

1. In your experience, what unique benefits does MYP offer that you believe are important for student learning and development?
2. What challenges have you faced in delivering MYP?
3. In your opinion, considering the overlap between MYP and BC curricula is it necessary to continue with MYP?
4. How interested/invested are you in being IB certified?
5. Do you have any additional questions/comments?

Participants provided their responses via post-it notes that were then shared with the group. Additionally, a notetaker recorded participant conversations and responses during each focus group session.

### *Focus Group with PAC Executive*

Focus groups were held with PAC executives at Roberts (three parents/caregivers), Elsie Roy (eight parents/caregivers) and King George (six parents/caregivers) on October 22 and 23, 2024. Similar with the focus group sessions held with MYP educators, each PAC focus group began with a presentation outlining the history of MYP at VSB schools, a comparison of IB and British

Columbia curricula and an overview of results of the recent evaluation of VSB's MYP program conducted by IB World (see [Appendix A](#) for presentation slides). An overview of the engagement timeline and activities were shared with participants. They were then asked the following seven questions:

1. Do you have a child currently attending or has attended the MYP at this school?
  - If YES: How important is IB to you?
  - If NOT: Were you aware that the school offers MYP?
2. Prior to hearing the information provided today, did you know how MYP compared to the BC Curriculum?
3. Was the MYP a factor in your decision to enrol your child at your catchment school?
  - If YES, what specific aspects of the MYP are attractive to you?
4. Are there any additional groups we should consider including as part of the engagement process?
5. What things do we need to consider to help MYP families at your school to fully participate in the engagement process?
6. Do you feel the engagement process we have outlined is adequate for reaching the MYP community?
7. Do you have any additional questions/comments?

Discussion and participant responses were captured throughout the presentations by a notetaker.

#### *Additional email feedback*

An additional opportunity for email feedback was provided to all participants to give them a chance to share their thoughts privately, or subsequent thoughts they may wish to share. One email was received from an educator who expressed concerns that the higher workload for MYP teachers would lead to a loss of teachers at their school. The educator further added that they believe the MYP does not add to the students' academic or social emotional learning at the school.

### Engagement Activities and Timeline:

Date	Activity	Number of participants
Oct 22	Focus group with MYP educators at Elsie Roy	7
Oct 22	Focus group with MYP educators at King George	28
Oct 23	Focus group with PAC executive at Roberts	2
Oct 23	Focus group with MYP educators at Roberts	7
Oct 23	Focus group with PAC executive at Elsie Roy	6
Oct 23	Virtual focus group with King George PAC executive	4
Oct 22-Nov 1	Additional email feedback to <a href="mailto:engage@vsb.bc.ca">engage@vsb.bc.ca</a>	1

## Summary of Feedback

### *Educator Feedback:*

Due to the volume of feedback received, Microsoft Copilot was used to help generate key themes in response to questions 1 and 2 in this section and validated by staff present at each session.

**1. Educators were asked, “In your experience, what unique benefits does MYP offer that you believe are important for student learning and development?” Most participants did not offer many examples of benefits, the following were mentioned at each location:**

- *Community service:* Developing well rounded students that are service-minded was noted as a benefit afforded to MYP students. Because community service hours are a part of the curriculum, there is a formal process of giving back.
- *Collaboration and planning:* If release time was made available, there was potential to design engaging lessons and units, however, there is currently not enough collaboration time afforded for teachers both within individual schools and to collaborate across the family of schools.
- *Curriculum and assessment:* It was noted that IB assessment standards are clearer than with the BC Curriculum. Comments noted the program provides a wider range and number of opportunities in which to assess student learning. Comments at an elementary location indicated they believe that each assessment in IB is consistent, standardized and thorough.
- *Student achievement:* Also, at one elementary, educators noted that the MYP provides high achieving students with opportunities to reach even higher levels because of the inherent design of the grading scale and high academic focus built into the IB curriculum.

**2. Educators were asked, “What challenges have you faced in delivering MYP?” We heard the following themes:**

- *Overlap of curriculum:* Generally, teachers did not see any unique benefits to the MYP, especially considering the overlap created by the 2016 BC Curriculum change. Teachers felt that the IB curriculum, though once cutting edge, was no longer unique.
- *Extra workload:* Teachers expressed dissatisfaction with the additional hours of work within the IB program, particularly with training and assessment as compared to their non-MYP counterparts for the same rate of pay. Some noted that IB implementation and assessment led to a high volume of unnecessary extra paperwork. Many mentioned staff well-being was negatively impacted due to the extra workload.

- *High staff turnover:* Concern was expressed about attracting and retaining staff given the extra time investment needed to become IB certified.
- *Conflict with VSB's equity statement:* There was concern that IB was not equitable for all students and that it conflicts with VSB's [equity statement](#). Teachers noted that IB methods were not supportive of diverse or different learning styles and not aligned with decolonization. One teacher noted that IB education was originally designed to give ex-patriate families an option to have consistent education options all throughout the world.
- *Lack of collaborative time:* Educators cited a lack of collaborative time available to truly engage in a fully realized MYP. Questions were raised by educators about how more collaborative time could be fit into full school schedules.
- *Structure of MYP:* MYP was designed for the middle school model and is hard to fit into VSB's elementary school/secondary school model. Because of this, there is a feeling of disconnection between the King George family of schools as it relates to delivering the MYP curriculum.

**3. Educators were asked, "Considering the overlap between MYP and BC curricula, is it necessary to continue with MYP?"**

There was consensus among teachers that the MYP at all three schools was not being run as intended. While the potential of MYP is promising if done well, significant time and money would need to be invested to properly run this program.

Educators mostly indicated they do not think it is necessary to continue with the program given the extra workload required to properly deliver MYP and the overlap that exists between the IB and BC Curriculum.

**4. Educators were asked, "How interested/invested are you in being IB certified?"**

Out of 37 responses received, 24 (65 per cent) indicated no interest and 10 (27 per cent) indicated interest in becoming IB certified. The remaining responses were neutral.

## 5. Educators were asked, “Do you have any additional questions/comments?”

Comments to this question reflected the themes already outlined in the summaries above. A frequently asked questions document summarizing the questions/comments heard can be found in [Appendix B](#) of this report.

### *PAC Executive Feedback*

#### 1. PAC executives were asked, “Do you have a child currently attending or has attended the MYP program at this school? If YES: How important is IB to you? If NOT: Were you aware that the school offers MYP?”

While there was a mix of participants with students currently enrolled in the program and those not enrolled, most were aware that their school offered MYP. Some had little understanding about the program before their children entered it in Grade 6. We heard the following from participants about their personal experience with MYP:

- *Personal projects:* They were impressed with the personal projects of their children that included entrepreneurial projects, family tree projects and more. The personal project formally assesses students’ approaches to learning (ATL) skills for self-management, research, communication, critical and creative thinking, and collaboration.
- *Global citizens:* They were pleased by IB’s international recognition and appreciated that IB educated students could travel and pick up their academics elsewhere in the world with little adjustment.
- *Community service:* They appreciated the built-in service hours required of IB students.
- *Rigorous academics:* They were pleased with the academic rigour expected of IB students. Some noted that they had seen improvements in certain subjects upon entering MYP, but also said that may be attributed to teacher fit and competence.
- *Confusing report cards:* It was noted that the IB report cards were difficult to understand.
- *Forced compliance:* They noted that some activities or projects completed in MYP felt like they were done to check IB boxes rather than being integrated into learning.
- *Cost to maintain IB brand:* They questioned the value of the IB brand and the high cost necessary to maintain it.
- *Educational outcomes:* They were curious about the educational outcomes of IB students compared with students not enrolled in an IB program, and wondered if IB was more beneficial in the Diploma Programme (DP) for students in grades 11 and 12.



**2. PAC executives were asked, “Prior to hearing the information provided today, did you know how MYP compared to the BC Curriculum?”**

Most participants were not aware of the overlap between IB and BC curricula. After the presentation, many stated that they gained a better understanding of the MYP and the BC Curriculum.

**3. PAC executives were asked, “Was the MYP program a factor in your decision to enrol your child at your catchment school? If yes, what specific aspects of the MYP are attractive to you?”**

Although many were pleased that their catchment school offered MYP, it was not a factor when deciding where to enrol their children. All participants in focus groups chose to enrol their child(ren) in their catchment school because it was the closest and most convenient school to their home.

**4. PAC executives were asked, “Are there any additional groups we should consider including as part of the engagement process?”**

Recommendations noted that the families of students attending ʒxʷwəqʷəθət Crosstown and Lord Roberts Annex/future elementary school in Coal Harbour should be considered as students transition into King George.

**5. PAC executives were asked, “What things do we need to consider to help MYP families at your school to fully participate in the engagement process?” We heard the following key themes.**

- *Virtual session:* There was agreement that a virtual option was necessary to accommodate the varying schedules of families. Hybrid meetings were also suggested.
- *Language barriers:* It was noted that many languages are spoken at each school. Some languages include, Spanish, Persian/Farsi, Punjabi, Chinese, (Mandarin/Cantonese), Tagalog and Korean.
- *In-person session:* Participants requested in-person sessions be held after work hours (6-7 p.m.) and if possible be attached to or take the place of existing PAC meetings. They noted that child care would be appreciated during the in-person sessions and that some PACs had child care budgets available.
- *Communication through school:* It was noted that communication (invitations and surveys) sent through the school would be more likely to be opened and read.

**6. PAC executives were asked, “Do you feel the engagement process we have outlined is adequate for reaching the MYP community?”**

While some expressed concern with the compressed timeline for engagement activities, most felt that the process outlined was adequate for engaging with the MYP community.



**7. PAC executives were asked, “Do you have any additional questions/comments?”**

Comments to this question reflected the themes previously outlined in the summaries above. A frequently asked questions document summarizing the questions/comments heard can be found in [Appendix B](#) of this report.

## Next Steps

This report serves to provide key findings, insights and feedback gathered in early discussions, setting the stage for broader public engagement.

Based on the IAP2 Spectrum, the District will consult from rights holders, formal stakeholders as well as current and future families of students attending Elsie Roy, Roberts, Ƨxʷwəqʷəθət Crosstown, Roberts Annex and King George during the month of November. Engagement activities will include rights holders and stakeholder participation at the Education Plan committee, stakeholder directed email feedback, in-person and virtual facilitated roundtable discussions with current and future MYP families, a post-engagement survey, student survey, public delegations, and opportunities for additional feedback submitted to [engage@vsb.bc.ca](mailto:engage@vsb.bc.ca). Specific details about these future engagement opportunities will be shared directly with the impacted school communities.

Feedback collected via these public engagements will be compiled into an engagement findings report, that will be shared with the Board to help inform their decision ahead of the public Board meeting on November 25, 2024.

**VSB** Vancouver School Board

# International Baccalaureate Middle Years Program

## Early Engagement

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October 2024



## LAND ACKNOWLEDGEMENT

With deep gratitude and respect, we are honoured to be learning and unlearning on the ancestral and unceded lands of the xʷməθkʷəy̓əm (Musqueam), Sk̓wxwú7mesh Úxwumixw (Squamish Nation) & səlilwətał (Tsleil-Waututh Nation).

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(Musqueam)

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səlilwətał  
(Tsleil-Waututh Nation)

## AGENDA

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Introductions

MYP background

Report findings

Engagement timeline

Group questions

Closing comments

## Purpose and Background

The District is seeking the Board's direction about the Middle Years Program (MYP), which is an International Baccalaureate (IB) program for **grades 6-10 students**.

Based on a recent evaluation report from IB World, the program is not in compliance with IB World standards.

# VSB International Baccalaureate Programs



**Southlands Elementary**  
(K-7 School Program)



**Elsie Roy and Roberts Elementary**  
(Grade 6-7 School Program)



**Britannia and Churchill Secondary**  
(Grade 11-12 District Choice Program)

**King George Secondary**  
(Grade 8-10 School Program)

Separate and independent programs



## MYP in King George Family of Schools

Currently a school-based program, not a choice program.

All feeder schools going to King George are automatically enrolled in MYP.

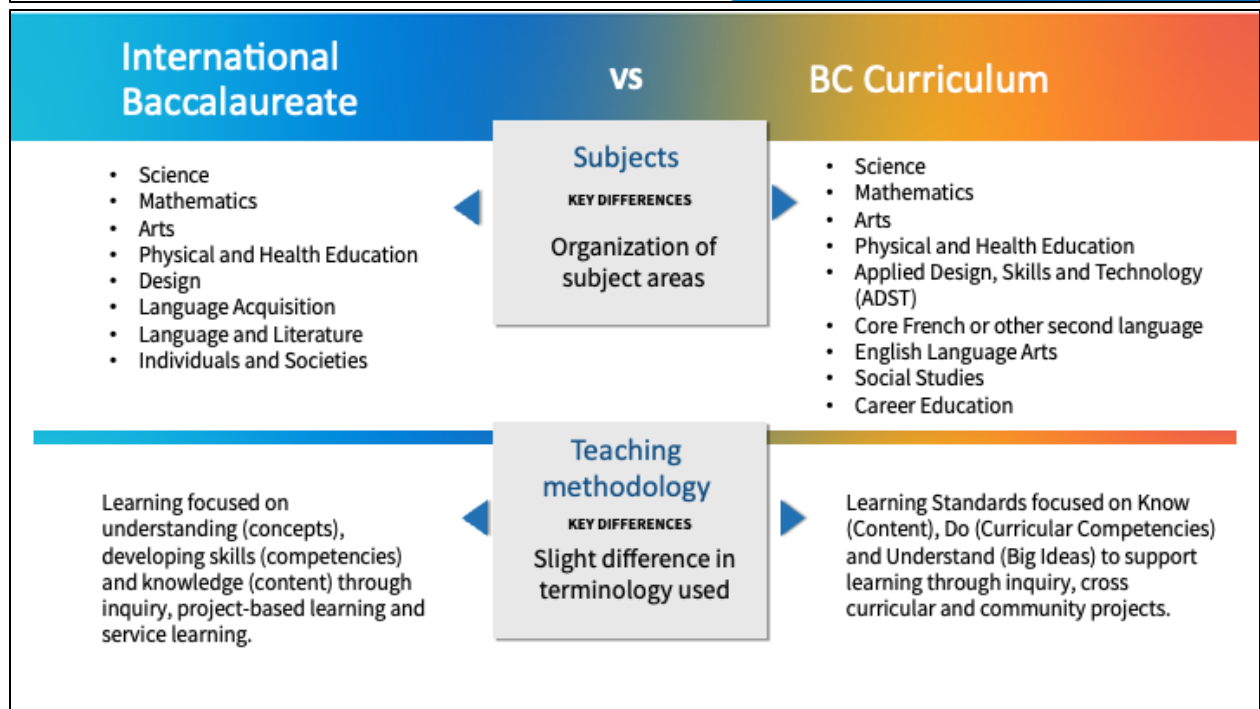
- Elsie Roy (MYP)
- Lord Roberts (MYP)
- Ƶxʷwəqʷəθət Crosstown (no MYP)
- Future Coal Harbour (no MYP)

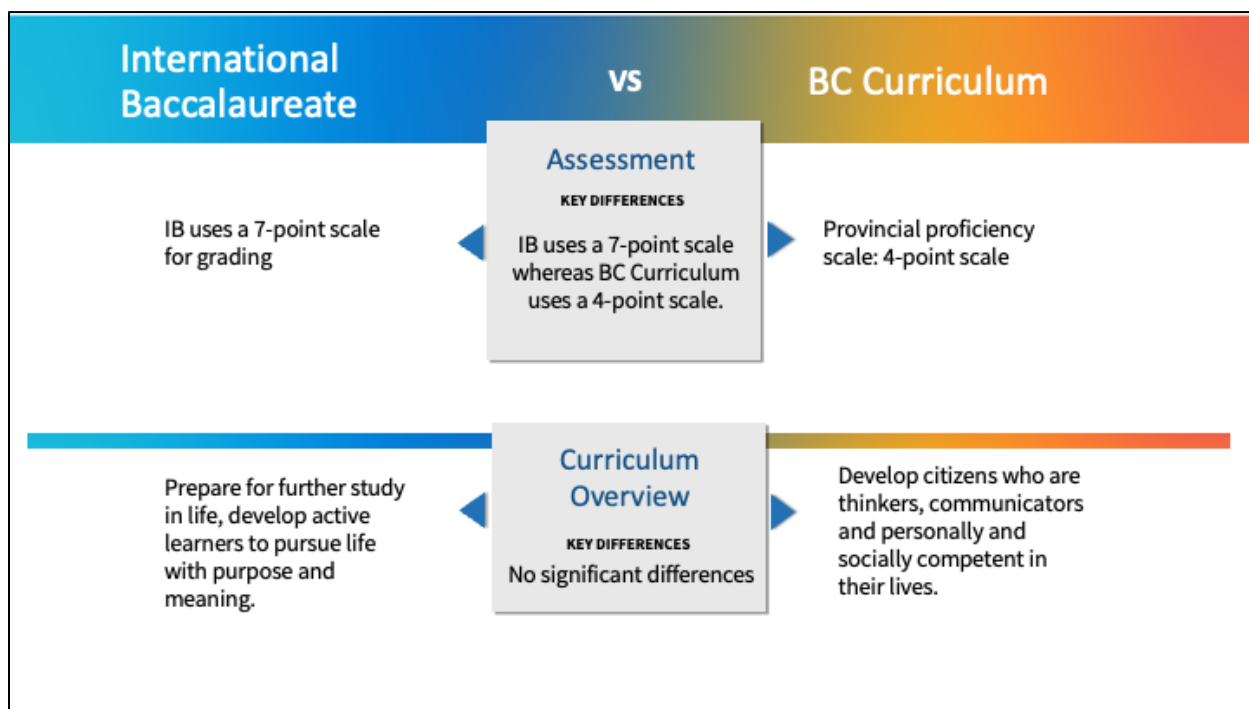
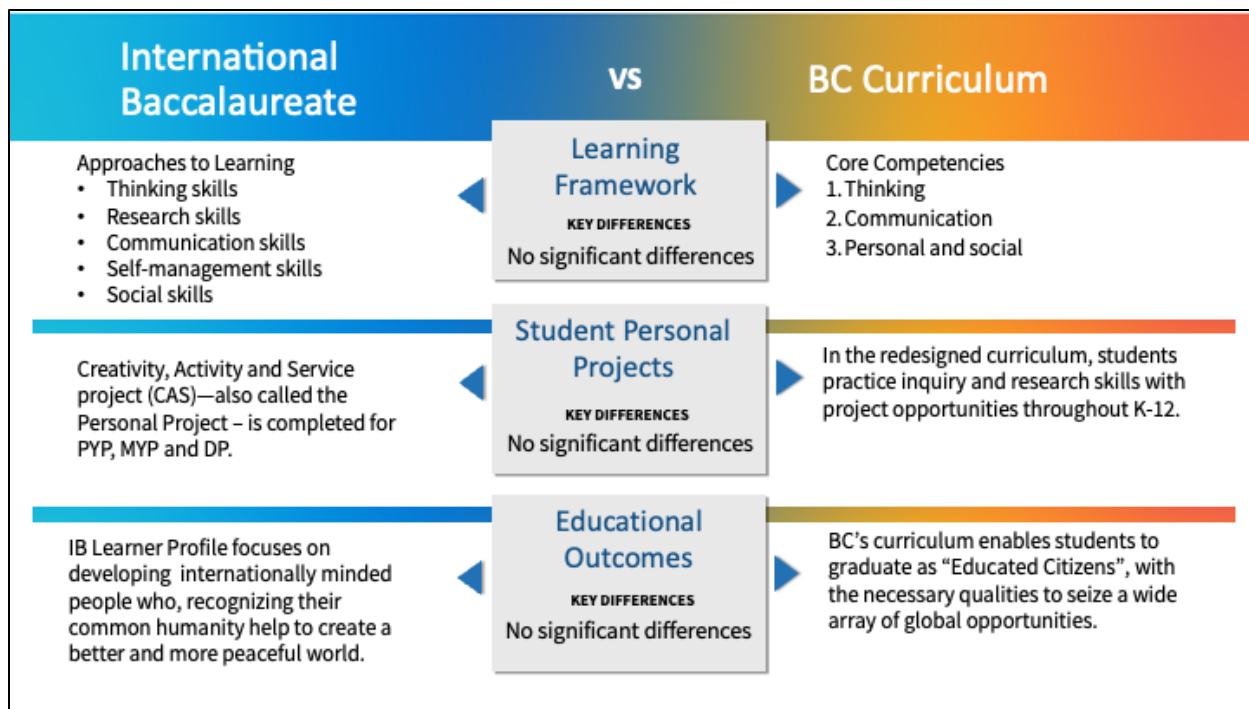
Data shows that MYP students consistently choose to remain at their catchment school, King George, rather than pursue the IB Diploma Programme (DP) at Churchill or Britannia.



# The History of MYP in the VSB

- MYP was introduced in the VSB in the early 2000s.
- Supported increased enrolment in the King George family of schools, which had been declining.
- Supported staffing and recruitment.
- 2016 BC Curriculum redesign was heavily influenced by the IB Curriculum.





## IB World Evaluation Results-Strengths

- Supported by an overlap of the IB curriculum through the revised BC curriculum
- Focus on inclusion and Universal Design for Learning (UDL)
- Strong focus on needs of the diverse population of learners at all three schools
- Uplifting and supporting student voice and relationships

## IB World Evaluation Results-Context

- MYP's momentum and institutional knowledge base has been hindered due to:
  - high staff turnover
  - insufficient staff training/ shortage of IB-certified teachers
  - limited cross collaboration amongst the three schools
  - reduced staff time for planning IB-specific objectives
- To continue offering MYP at these three schools, several recommendations must be implemented or initiated by December 2024 to maintain IB program accreditation.



## Evaluation Areas Requiring Attention

- Staff Training
- Policies and Procedures
- Curriculum and Assessment alignment
- Programme Development Plan Completion
- Scheduling and Planning Requirements
- Budget Adjustments
- Promotion and Advertising Updates

## Staff Training Required

OUR VSB

- Certificates of attendance or proof of registration to an IB recognized workshop for the following staff:
  - Heads of School at King George, Roberts and Elsie Roy
  - One teacher per subject group that has been through a curriculum change in the last five years
  - MYP coordinator at each school
- **Recommendation that all staff be IB trained**

# Policies & Procedures Revisions

OUR VSB

- All IB policies and procedures must be revised to fulfill IB requirements. This includes:
  - Admission policy
  - Inclusion policy
  - Academic Integrity policy
  - Language policy
  - Parent/Student complaint procedures

# Curriculum & Assessment Alignment

OUR VSB

VSB Vancouver School Board

- Creation of an Approaches to Learning (ATL) chart to show how the three schools plan both horizontally and vertically for ATLs.
- Revised subject group overview (unit, and long range plans) for each subject group.
- Samples (one from each subject group, from each school) of assessed student work, using MYP criteria

# Programme Development Plan Completion

OUR VSB

VSB Vancouver School Board

- A Programme Development Plan (PDP) that is implemented during the 2024-2025 school year.
  - This is a strategic plan which outlines how IB philosophy is integrated into the school context

# Scheduling and Planning Requirements

OUR VSB

- Each of the eight subject groups must be taught for at least 50 hours.
- Calendar and descriptions of staff collaborative planning sessions
  - Collaborative time at each school and also between all schools
  - Revised collaborative planning description and schedules for KG
  - ER & LR would require collaborative planning time for MYP teachers only

# Budget Adjustments

**OUR** VS

- Budgets for King George, Lord Roberts and Elsie Roy must demonstrate that resources are allocated for the provision of leadership in MYP for developing the curriculum in subject groups and for planning IB Approaches to Learning (ATLs).

# Promotion and Advertising Updates

**OUR** VS

- Updated websites, brochures, marketing, logos, in compliance with all IB Intellectual property guidelines

## MYP Budget Implications of Evaluation Compliance

### Estimated Additional Budget Needed to Fulfill IB World Requirements

<b>Staff Training Required</b>	Workshop Costs	\$21,645 - \$54,940
	Travel Costs (if not in Vancouver)	\$93,000 to \$124,000
	TTOC Costs (for all training)	\$29,388
<b>Policy &amp; Procedure Revisions</b>	Additional Staff Required	\$12,000
<b>Curriculum &amp; Assessment Alignment</b>	TTOC Costs (for release time for staff)	\$8,532
<b>Programme Development Plan Completion</b>	TTOC Costs (for release time for staff)	\$8,532
<b>Scheduling &amp; Planning Requirements</b>	TTOC Costs (for release time for staff)	\$24,648
<b>Total Additional Cost</b>		<b>\$197,745 to \$262,040</b>

## MYP Budget Implications of Evaluation Compliance

### Current Budget Allocated to MYP

<b>Annual IB World Fees</b>	IB Accreditation Fees	\$19,033.10
<b>VSB Flex Budget Allocation</b>	Staff Training, Learning Resources, Etc.	\$24,975.00
<b>Human Resources</b>	Salary + Benefits	\$96,404.10
<b>Total Current Cost</b>		<b>\$140,412.20</b>
<b>Total Additional Cost</b>		<b>\$197,745 to \$262,040</b>
<b>Total Anticipated Cost for 2024-2025</b>		<b>\$338,157.20 to \$402,452.20</b>

# Next steps

*Based on the information presented, the Board will be presented with the following options.*

## 1. Maintain MYP

To maintain MYP, the Board will need to approve an immediate investment of approximately \$197,745 to \$262,040 for annual staff training, policy updates and regular policy reviews, collaboration time and recruitment efforts.

## 2. Discontinue MYP

Given the significant overlap between the BC curriculum and the MYP, discontinuing MYP will not significantly impact student learning outcomes.

*At this time, no decision has been made by the Board. Impacted school communities will have an opportunity to provide their feedback in the coming weeks. The earliest the Board may decide is on November 25, at a public Board meeting.*

# Engagement Timeline

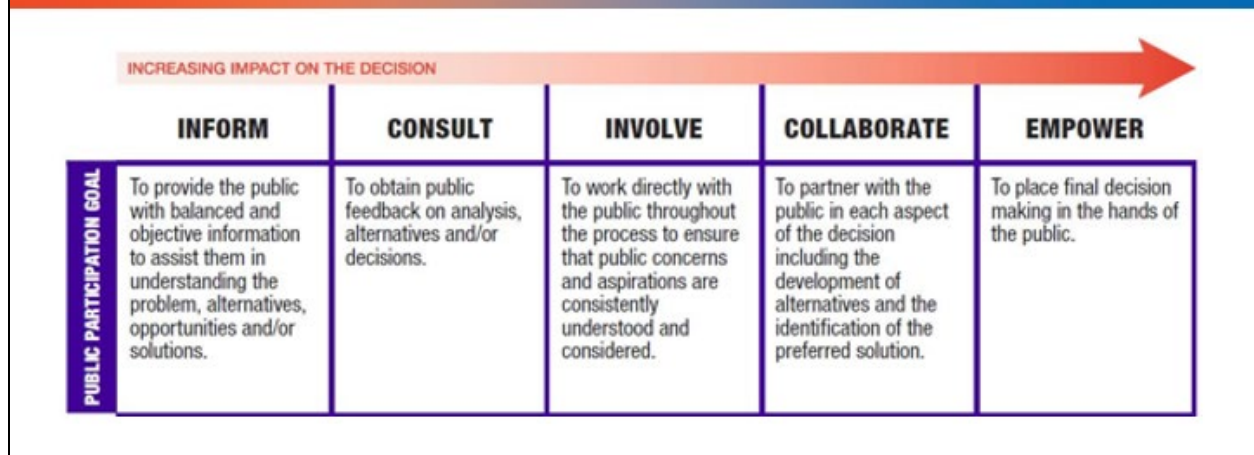




# Engagement overview

Early engagement	Engagement	Post-engagement
<ul style="list-style-type: none"> <li>Meeting with staff at Elsie Roy, Roberts and King George.</li> <li>Meeting with PAC executives at all three schools</li> </ul>	<ul style="list-style-type: none"> <li>Engagement with rights holders and formal stakeholders at Education Plan Committee</li> <li>Feedback from impacted stakeholder groups</li> <li>Facilitated roundtable workshop with students' families</li> <li>Surveys (community &amp; student)</li> <li>Public delegation</li> <li>Email feedback</li> </ul>	<p>Engagement findings report</p> <ul style="list-style-type: none"> <li>Education Plan committee</li> <li>Public Board meeting</li> </ul>

# IAP2 Spectrum



## Appendix B - Frequently Asked Questions

The following common questions emerged in the early engagement focus groups.

### **1. Why is this happening so fast?**

To ensure families and students have the opportunity to participate in the cross boundary and mini school application process in January and to avoid disruptions to scheduling, staffing and budgets, VSB needs to make a decision about the future of MYP no later than December 1, 2024. In addition, IB World has mandated that the District begin to implement the recommendations outlined in the evaluation report by December 1, 2024, to retain its IB program accreditation. Based on the Board meeting schedule, the latest opportunity for a decision by the Board is at the November 25, 2024, public Board meeting.

### **2. Is MYP a prerequisite for the entrance into the IB Diploma Programme (DP) for grades 11 and 12?**

No, MYP is not a prerequisite for DP. Students are required to undergo an application process for entrance into DP at Britannia Secondary or Churchill Secondary, which are District Choice programs.

### **3. If community service hours are an integral part of the IB program and the program is discontinued, what elements will be included in the regular curriculum to ensure students still engage in community-based projects?**

As part of the Personal and Social core competency curriculum for fostering a sense of social responsibility, educators already incorporate community service activities at all grade levels. It is however, not formally documented, as required by the IB program. Activities vary from school to school and can include volunteering in the school community to support initiatives and projects like special school events, being a recess buddy for a younger student, leading school assemblies, being a lunch monitor, and supporting school wide climate action projects. Additionally, the Career Life Connections (CLC) course, a requirement for all students, expects students to complete 30 or more hours of community service as part of graduation requirements, ensuring that community engagement remains an integral part of their educational experience.

### **4. If the MYP program stays, how long will teacher training take?**

MYP training is dependent on workshop availability and is offered both locally and internationally. In-person workshops are typically three full days, and online workshops are completed over four weeks. Teachers will require release time (TTOC) coverage to attend both in-person and online training. It may take several months for all teachers to be trained, based on the availability of sessions and the individual schedules of teachers.

### **5. How often do IB teachers need to complete training?**

IB World recommends teachers are trained every five years and every time the organization goes through a curriculum change.

**6. How much does training cost on average per teacher?**

The cost of training is \$1,000 to \$5,000 per teacher (depending on if workshops are held locally, out of province or virtually) and must be renewed on a five-year cycle or if there is a curriculum update. Curriculum resources, assessment fees and facility upgrades, can further increase the costs.

**7. How will student learning be impacted if the school no longer has an IB coordinator and teachers no longer receive IB training?**

The IB Coordinator supports teachers in implementing the IB curriculum, managing program requirements, and ensuring alignment with IB standards. The IB Coordinator's focus is not directly working with students, instead the coordinator focuses on guiding and assisting educators to deliver the curriculum within the IB framework. All VSB teachers have access to professional development funds for ongoing professional growth and learning and this is supported by the scheduling of six professional development days yearly. In addition, District teams, including the Learning and Instruction team and the Learning Services team offer many professional learning opportunities for all VSB educators. This can include, but is not limited to, workshops, mentorship, learning bursts, as well as co-planning and co-teaching possibilities in classrooms. The District also provides curated resources for teaching and learning on the internal VSB intranet. Teachers will continue to have robust learning and training opportunities to support their work with the BC Curriculum if IB training is no longer required.