

Dear Faculty,

One of the steps in our program evaluation self-study is to prepare a program development plan. This process requires us to

- identify 2-3 areas from the PYP standard and practices that we want to develop
- create an action plan addressing the areas for development, detailing the expected impact, data/evidence, and research
- analyze the implementation, including activities, data analysis, impact
- reflect to summarize our learnings, identify further considerations and identify priorities for the next 5-year cycle of program implementation

To make this process most relevant for our work, we invite you to engage in a reading and reflection exercise. Please approach as a grade level if you are a homeroom teacher. Or, as a subject department if you are a specialist. Please select one person to scribe.

The Readings

The readings for today are:

- The learner profile [document](#)
- Agency [document](#)
- Action [document](#)

The Task



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Success Criteria

You will have been successful today when all 3 goals are crafted to fit the SMART approach.

Specific, Measurable, Agreed, Required, Time-bound i.e.

- Specific to your grade/subject
- Measurable with evidence/data
- Agreed by all members of the team
- Required by IB PYP standards
- Time-bound by the remainder of this academic year

When you feel finished with this work, please check in with a facilitator in Weprin for sign-off.

teaching that is inclusive and values diversity; that affirms student identities, and aims to create learning opportunities that enable every student to develop and pursue appropriate personal goals.

	Planning Completed at the start of the programme development planning	Reflection Completed at the conclusion of the programme development activities		
	Guiding questions and prompts	School response ↓	Guiding questions and prompts	School response ↓
IB practices	<p>Identify one or two practices to answer each question. Select practices from at least two categories of the PSP framework.</p> <ul style="list-style-type: none"> What practice or practices need to be in place for this development to be successful? What practice or practices identify the people who are responsible for the work? For example, 	<p>Culture 2: The school implements, communicates and regularly reviews an inclusion policy that creates cultures that support all students to reach their full potential (0301-02)</p> <p>Culture 2.2: The school... outlines the school's</p>	<p>Indicate if there were any changes to the practices selected and explain why different practices were selected.</p>	

Research and/or shared practice

What examples or research will inform the approach or activities?

What examples shared from other schools might inform the grade/department's approach or activities? How might research (published or unpublished) inform the grade/department's approach or activities?

Borrow inclusion notes/data storage practices through school management systems from other schools

Inclusion policies from other schools provide inspiration

IB Access and Inclusion Policy published 2018

The IB guide to inclusive education: a resource for whole school development updated 2019

What examples or research informed the approach or activities?

October 15 Program Development Instructions

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Focus of programme development

What question does the grade/department want to answer? What challenge is the grade/department facing? What goal does the grade/department want to achieve?

To ensure that the aspirations of the PYP become a reality in the classroom through consistency in approaches to teaching

Rationale

Briefly summarize the reasons the grade/department selected this focus for programme development.

Teaching that is designed to remove barriers to learning is one of 6 approaches to teaching that underpin the PYP. Our student population needs teaching that is inclusive and values diversity; that affirms student identities, and aims to create learning opportunities that enable every student to develop and pursue appropriate personal goals.

	Planning		Reflection	
	Completed at the start of the programme development planning		Completed at the conclusion of the programme development activities	
	Guiding questions and prompts	School response	Guiding questions and prompts	School response
IB practices	<i>Identify one or two practices to answer each question. Select practices from at least two categories of the PSP framework.</i>	<i>Culture 2: The school implements, communicates and regularly reviews an inclusion environment that</i>	<i>Indicate if there were any changes to the practices selected and explain why different practices were selected.</i>	



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