



International Baccalaureate®
Baccalauréat International
Bachillerato Internacional

Planning for Programme Development

Mid-Atlantic Association of IB World Schools

10 February 2023

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Overview

Timeframe	Topic
10:00 to 10:10	Setting our Purpose
10:10 to 11:10	Planning for Programme Development
11:10 to 11:20	Break
11:20 to 11:50	Choice Activity: Continue Learning or Practice
11:55 to 12:15	Reflection

Materials



- Laptop or Tablet to access Miro
- Writing utensil
- Access to the *Programme Resource Centre* via My IB
- An open-mind and willingness to learn

Our Purpose

To ensure that you have the knowledge and tools to effectively plan for programme development at your school.



Key Ideas

**Ecosystem
Development**

Inquiry Questions



- What IB resources are available to assist my school in further development of our school's ecosystem?
- Why should our school engage in planning for programme development?

3-2-1 Bridge: Planning for Programme Development

Before Learning

- 3 Words/Ideas
- 2 Questions
- 1 Metaphor

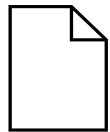
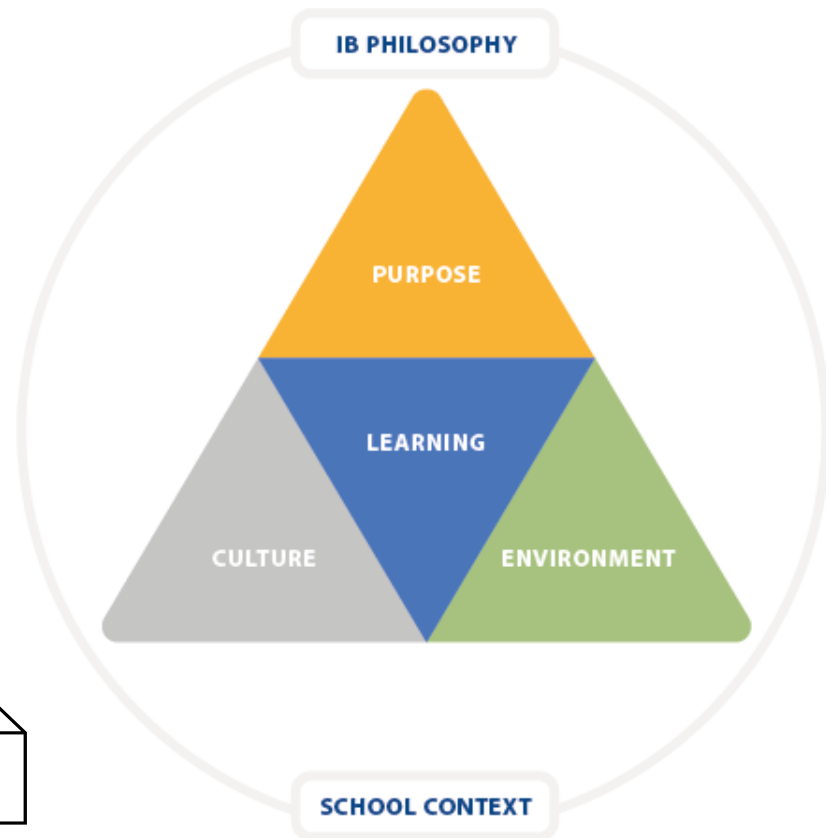


Digital Collaboration – Miro



<https://tinyurl.com/2dh3tb3a>

The Programme Standards and Practices Framework



Guide to programme evaluation, Appendix 4

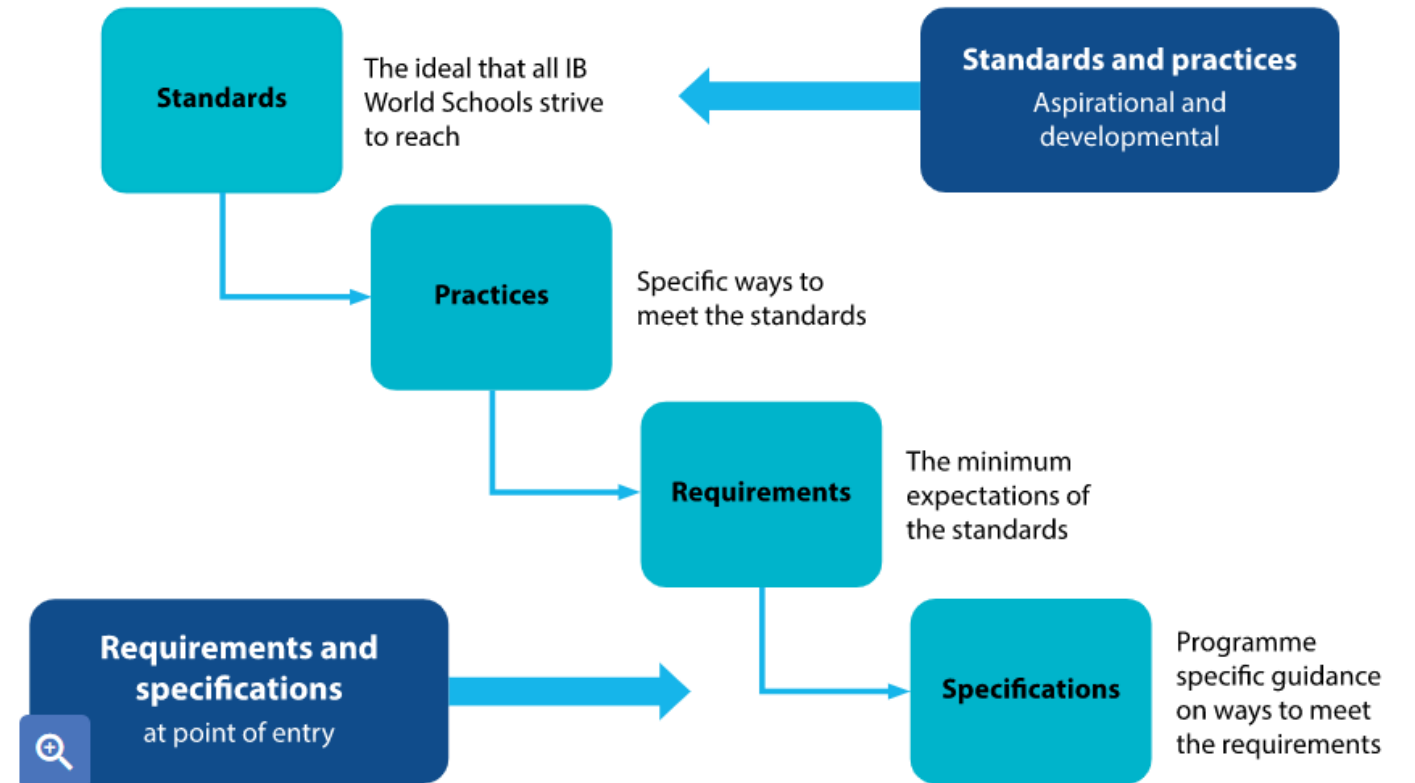


Figure 5 The categories of the standards and practices framework

The Programme Standards and Practices Framework

Standard: Leadership and governance (0201)

The leadership and governance of IB World Schools create and sustain high-quality learning environments.

Practices

Leadership 1: The school regularly reviews and follows all IB rules, regulations and guidelines to support programme implementation and ongoing development. (0201-01)

Leadership 1.1: The school clearly articulates its governance and/or leadership structure and establishes roles, responsibilities and mandates for ensuring programme implementation and development. (0201-01-0100)

Leadership 1.2: Leadership and governance understand all IB rules, regulations and guidelines, and have put in place structures and processes to ensure compliance. (0201-01-0200)

MYP 1 (if applicable): The school provides security for the storage, transportation, and/or transmission of IB assessment materials, physical or virtual, with controlled access restricted to designated staff. (0201-01-0221)

MYP 2 (if applicable): The school complies with the IB regulations and procedures related to the conduct of MYP eAssessment. (0201-01-0222)

MYP 3 (if applicable): The school registers all MYP year 5 students for IB-validated moderation of the personal project. (0201-01-0223)

MYP 4: The school must register at least one student as a candidate for the IB MYP certificate, or must submit unit plans for feedback as specified in programme documentation. (0201-01-0224)

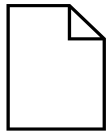
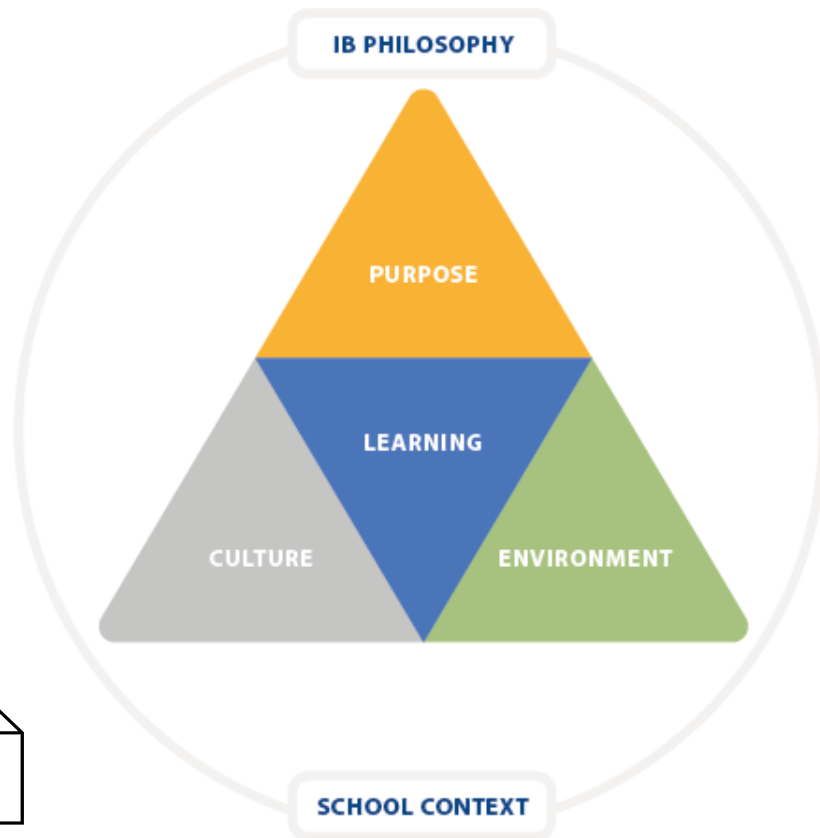
DP 1: The school provides security for the storage, transportation, and/or transmission of IB assessment materials, physical or virtual, with controlled access restricted to designated staff. (0201-01-0231)

DP 2: The school complies with the IB regulations and procedures related to the conduct of all forms of DP assessment. (0201-01-0232)

CP 1: The school provides security for the storage, transportation, and/or transmission of IB assessment materials, physical or virtual, with controlled access restricted to designated staff. (0201-01-0241)

CP 2: The school complies with the IB regulations and procedures related to the conduct of all forms of DP and CP assessment. (0201-01-0242)

CP 3: The school must in all cases choose or develop career-related studies that meet IB criteria. (0201-01-0243)



Guide to programme evaluation, Appendix 4

Requirements

Specifications

Action Plan

- Used to record programme elements that do yet not meet requirements and to plan how the school will meet the requirements



PSP 2020
Action plan
template

Programme Development Plan

- Supports focused development of the programmes(s).
- Organized around groups of practices.



Programme
development
plan template

School Strategy

- Captures school planning over time.
- Shows how planning aligns with the IB mission and philosophy.

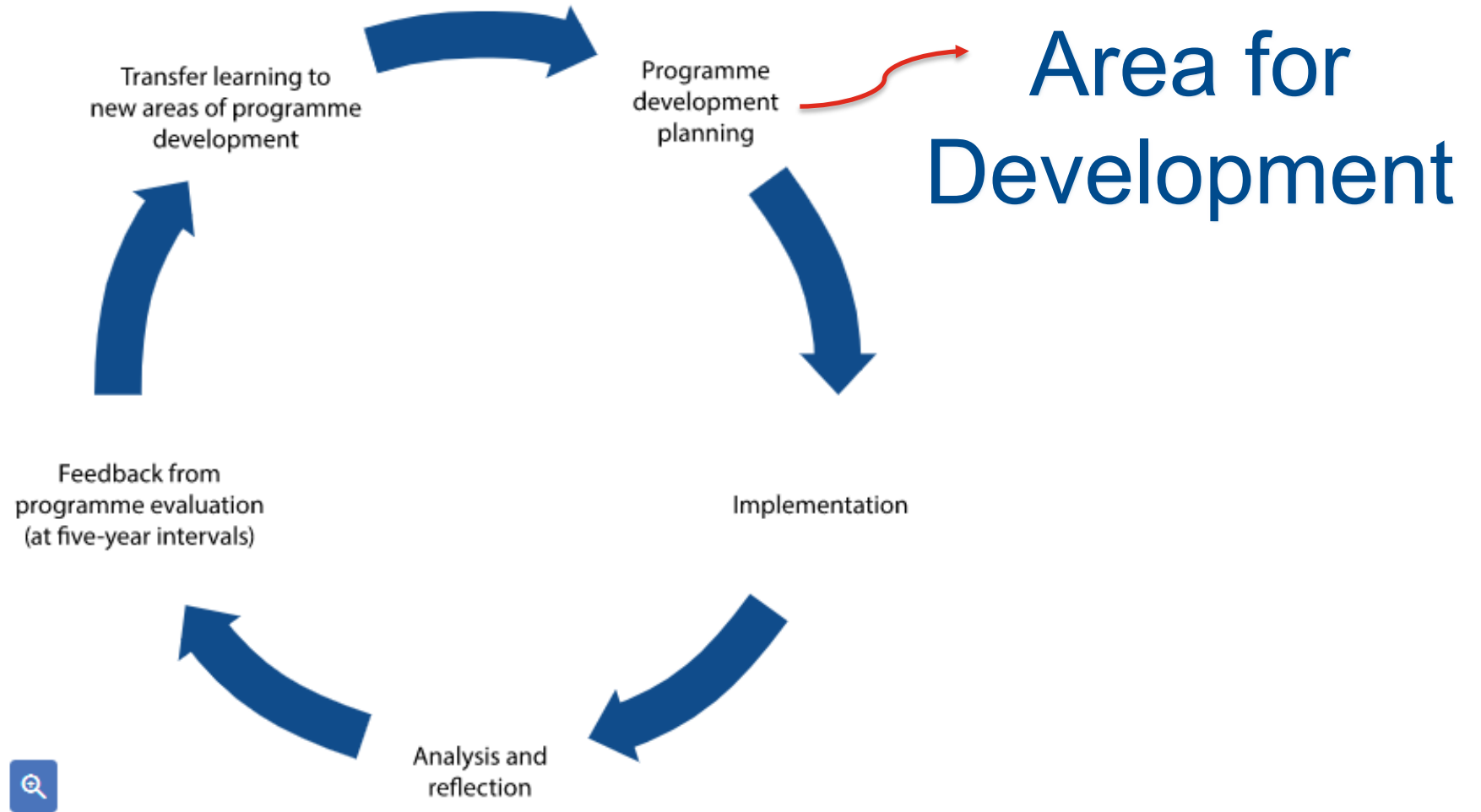


Campus/school
improvement
plan

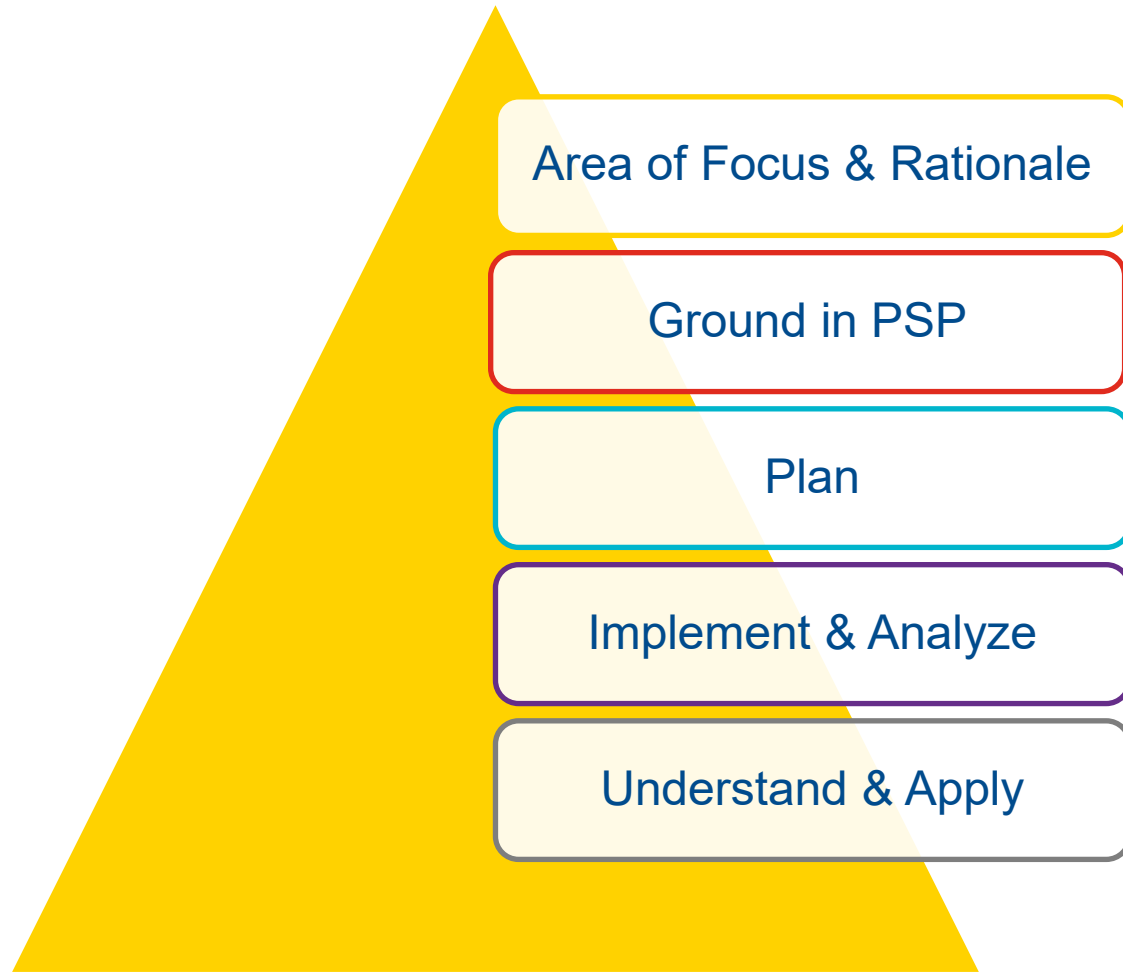
Programme Development Defined

Focused development of a school's IB programme(s), grounded in the IB programme standards and practices, using an inquiry, action and reflection cycle approach, with the intention of having a positive impact on student learning experiences, that results in the school expanding its capacity as a learning community.

Inquiry, Action, Reflection

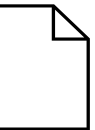


Planning for Programme Development

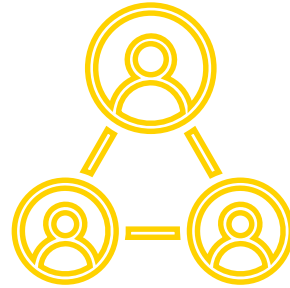


Identify 1 to 2 practices that will answer each of the following questions; practices should come from at least 2 PSP categories:

- What practice(s) needs to be in place for this development to be **successful**?
- **Who** will be responsible for the work?
- **How** will the work be done?
- **Why** is the school undertaking the work?



Think-Pair-Share



What is a goal your school is working towards now, or something that you have identified as needing further development?

Which categories does your goal or area for development relate to?

Wait! What is a MOTIF?



Oxford Dictionary defines **MOTIF** as:

- A design or a pattern used as a decoration
- A subject, an idea or a phrase that is repeated and developed in a work of literature or a piece of music

The **IB** is using **motifs** as a design tool that helps schools identify a logical grouping of related practices that will ensure a foundation is in place for successful programme development.

Motif Example – Lane School for Global Studies

Area of Focus

- Professional learning in IB programmes
- **Goal:** School leaders will develop an annual professional learning plan with each staff member by the end of first quarter each year to ensure that everyone receives the professional development and learning needed to successfully fulfil their role at the Lane School for Global Studies.

Rationale

- Professional Learning and Development events and opportunities are essential to help teachers and the pedagogical leadership team stay up to date on the latest content and resources, as well as evaluate and refine their practice.
- Due to the pandemic, the Lane School for Global Studies has hired 3 new school leaders, 17 new PYP, MYP and CP teachers, and 6 new support staff members.

Motif Example – Lane School for Global Studies

Practices Illustrated – Why?

- **Environment>Teacher support 1:** The school ensures that teachers use current IB resources and regularly review their implementation of the programme. (0203-01)
- **Learning>Coherent curriculum 2:** Teachers collaborate to design, plan and deliver the school's IB programme(s). (0401-02)

Practices Illustrated – What?

- **Purpose>Purpose 2:** The school's pedagogical leadership team embraces educational approaches that encourage students to become active, compassionate life-long learners. (0101-02)
- **Environment>Leadership 2:** The school includes on its pedagogical leadership team an IB-trained programme coordinator who is empowered to facilitate successful programme implementation. (0201-02)

Practices Illustrated – Who?

- **Environment>Teacher support 2:** The school ensures that leadership and teachers participate in appropriate and timely professional learning to inform their practice. (0203-02)

Practices Illustrated – How?

- **Environment>Student support 1:** The school provides relevant human, natural, built and virtual resources to implement its IB programme(s). (0202-01)

Motif Builder App – A New Resource on the PRC!



EN ▾

Programme standards and practices

Programme standards and practices is the foundational set of principles for schools and the IB to ensure quality and fidelity in the implementation of the programmes.

The standards are general principles that lie at the heart of being an IB World School, while practices are further definitions of the standards that include references to implementation. Requirements are more specific and refined measures of implementation, and include programme-specific elements known as specifications. The standards and practices, requirements and programme specifications are necessary for the successful implementation of the relevant IB programme.

Let's start



Programme Development Exploration

Choice 1



Choice 2

- Breakout Space 1 – Library 1
- Breakout Space 2 – Library 2
- Breakout Space 3 – Room 203

Choice 3

Developing

Are you brand new to PDP?
Consider completing the self-paced nano-PD for programme development planning.

Developing+

Reflect on the Programme Standards and practices and brainstorm possible areas of focus for your school to consider.

Developed

Review IB Coordinator Resource in depth – there are 8 motif examples to explore.

Developed+

Use the motif builder to identify practices, development questions and indicators of highly developed practices for your school's current or future programme development plan.

Developed++

Begin to draft a PDP or continue working on one that you have already drafted. Ask a peer for feedback.

Highly Developed

Help a colleague by reading their plan and providing feedback.

3-2-1 Bridge: Planning for Programme Development

Before Learning

- 3 Words/Ideas
- 2 Questions
- 1 Metaphor




After Learning

- 3 Words/Ideas
- 2 Questions
- 1 Metaphor

Explain how your new responses connect to or changed from your initial responses.

Exit Ticket



Post your
response on the
Miro Board!

When you return to your school next week, what will you say to your school leaders in response to this inquiry question:

Why should our school in engage in planning for programme development?

Planning for Programme Development

Our Why

The programme development process provides an intentional focus on helping a school grow, evolve and/or transform their IB programme(s).

The process is systematic, and, if followed, it ensures thorough planning for success that can lead toward development of a great school.

The IB has chosen this shared process that will lead to a developed language where we can better support schools.

