

Feedback on the Programme Development Plan

Planning

Expectations	Evidence
The school identified a clear focus and/or clear rationale for programme development based on for example, student data, their strategic plan, the authorization report, the evaluation report.	
The area of focus is aligned with / attuned to the school's strategic plan	
The plan clearly outlines the impact the school wishes to achieve and the strategies needed/the activities to undertake/the actions to take to do this. The school team identified a range of resources to support the work.	
The programme development plan has a clear focus on positively affecting the student experience.	
The school clearly identified a question and achievable goal in the area of focus for programme development.	
The school established an effective structure for programme development planning, including timeline / focus groups / guidance for community participation in the form of questions / success criteria.	
The school set an appropriately challenging goal that motivated the school community.	
The focus of programme development was decided and developed collaboratively by all staff involved in the programme. The rationale outlined clearly the reasons for the chosen focus.	
The process was well-organised and facilitated by the programme coordinator(s) to obtain maximum collaboration / engagement from the school community.	

The school identified IB practices that supported the achievement of their goal.	
The school chose practices from the different dimensions of the framework to cluster into an area of focus. The identified focus ... [insert the area of focus] reflects/represents a genuine need in the school/ realistic and achievable development/growth area in the programme / an essential aspect of the programme.	
The input of stakeholders in the planning process led to more successful / complete / careful implementation.	
The chosen practices articulate what the school wants to develop within the programme and the impact being sought. The school has identified who will be involved in the development work, and how the work will be carried out.	
The plan was clearly articulated to the school community and choices were given to staff to participate in various areas and stages of the process.	
The school has a clear plan to achieve their goal that reflects the resources and capacity of the school.	
The plan and its goal / question / rationale / related activities have a direct relationship to learning within and outside the classroom, for all students.	
The school has created a logic model/theory of change to support their efforts.	
The school has identified research studies / sought examples from other schools to inform their process.	

Evidencing and analysing

Expectations	Evidence
The school showed perseverance/a high level of commitment / resourcefulness in implementing their programme development plan	
Numerous examples of effective practice and action research were shared by the development team. They demonstrated the extensive engagement and high degree of collaboration involved in the programme development work.	
In establishing the process, the school examined closely/took an in-depth look at strategies / structures/support mechanisms that currently exist and looked at what needs to be improved in relation to student learning and the programme.	
The school identified appropriate data sources , thoroughly analysed the data and determined what the impact was on the student experience.	
The school identified/targeted a specific student group and outlined in detail the intended impact on their learning.	
The school adapted the plan appropriately, based on interim data/feedback from stakeholders.	
Effective mechanisms / strategies were devised to measure and monitor the impact of the work/plan.	
The school demonstrated that the process resulted in a positive improvement in the student experience.	
A variety of data and evidence was gathered and analysed to demonstrate the impact of the work done [write the specific nature of the work done—the	

structure established/the strategy/system devised/the mechanism/structure created]	
The development team shared a number of examples to demonstrate the success of their work/the outcome of their plan/the impact of the plan on student learning/on the student experience. Most notable were the [add name and/or describe some examples].	
Extensive data and evidence were collected and analysed to inform the work to be undertaken/the activities to be completed/the approach to be taken. Examples include [add examples from the school].	
The school undertook a range of activities, notably [list specific examples], to achieve the outcome.	
The school development team thoroughly analysed the data and evidence to show what impact the work [the structure established/the strategy/system devised/ the mechanism or structure created] has made on students' learning / the student experience.	

Reflection

Expectations	Evidence
The school showed insight in reflecting on the impact of the programme development efforts.	
The process was insightful, giving the school a number of changes /next steps / revised priorities in implementing the programme / in strengthening their practice/in developing the programme.	
The school was able to make systemic improvements as a result of the programme development process.	
The school used data accurately and appropriately in analysing the impact on students.	
The school's reflection on the programme development plan concluded a positive outcome was achieved, as demonstrated by ... [list changes instigated / activities undertaken / impact observed / examples of impact shared].	
The school gained useful insight and perspective from the data and evidence collected.	
School leaders used the lessons learned from this effort to improve planning for the development of other areas of the IB programme(s) in the school.	
As a result of reflection on this process, the school has transferred and applied aspects of the plan to develop other areas of the programme.	
The school used data and research effectively to enhance the plan for developing ... [add area of focus].	

The process showed clearly how programme development planning is an integral part of learning and teaching at the school.	
The plan is a detailed record of how the school has developed, analysed and reflected on a key aspect of the students' experience/an IB education	
The development team communicated in detail the lessons learnt and changes made as a result of their programme development effort.	
The development team identified a number of factors that led to the work having the desired/planned/intended impact, namely ... [list factors shared].	

Areas for consideration

Planning

Refining the area of focus and/or rationale that the school wants to explore.	
more clearly articulating the rationale to stakeholders	
Clarify the rationale and choice of area of focus for the programme development plan.	
ensuring that the focus is on positively affecting the student experience	
Gather early feedback on the area of focus and its alignment to learning outcomes/the student experience/ students' needs so as to revise and modify the plan for greater impact	
linking the plan more closely to IB practices	
ensuring that the efforts are aligned with the school's strategic plan	
including a wider range of stakeholders in the planning process	
creating a logic model/theory of change	
The school may wish to use a wider variety/range of research/data/ examples of shared practice to develop the plan.	
identifying research studies /using examples from other schools to inform their process.	

Evidencing and analysing

establishing processes for collecting evidence or data at different points throughout the year / during the plan	
leveraging existing school structures and processes	
The school may wish to consider multiple ways to gather data and evidence including interviews/surveys, achievement data/observation of students engaged in learning/samples of student work.	
aligning data or evidence collected more closely with the outcome identified	
For future programme development plans, the school could consider mechanisms for assessing the effectiveness and functionality of the work / structure/system/approach/ initiative being developed.	
including a wider range of stakeholders in the analysis of the data or evidence	
A future consideration could be to use school profile data/student information/programme documentation to guide the inquiry and determine a starting point /departure point/entry point into the process.	
using interim milestones to assess and adapt efforts	
ensuring that evidence is tied to student experience	
setting up structures that encourage or incentivize learning and adaptation.	

Reflection

How to establish a safe environment for efforts that fall short of expectations / difficult conversations/honest reflection.	
Ensuring that time is set aside to engage in meaningful reflection.	
The impact of the plan could be strengthened by integrating key areas for follow-up / clearly outlined next steps.	
Ensuring that all relevant stakeholders have the opportunity to share input into the reflection process.	
The school may wish to consider ways / strategies to widen/increase/encourage the involvement and collaboration of all stakeholders/all members of the school community.	
Using an established protocol for the reflection process.	
To determine the effect of the plan and enable a clearer and more appropriate direction and level of continuity, the school may wish to consider including measurable indicators with milestones and people responsible for various aspects of the plan.	
Establishing shared expectations for the reflection process.	
The school may wish to consider including in the plan a review cycle for ongoing monitoring and adjustment; and consider progress reports / update presentations to the community /to the leadership team / to the wider community at key points /milestones / signposts.	

The development team may wish to explore further lessons learned or changes that could be made as a result of their programme development effort.	
The development team identified a number of factors that limited the work having the intended impact, namely: [list factors shared].	