



Think International School

Think - Inquire - Inspire



TIS Programme Development Plan

Focus of programme development:

Goal: At TIS we want to ensure the consistency of understanding and teaching around the idea of inquiry learning.

Rationale: The last few years in Hong Kong has been unpredictable due to social unrest and Covid which has interrupted face-to-face learning at school. As such, teaching staff have reverted to a more traditional teaching approach that is conducive for remote learning, however now that we are face-to-face learning again we would like to have a shared understanding of what inquiry looks like, the different types of inquiry learning, and how transdisciplinary learning and inquiry connect to each other.

	Planning		Reflection	
	Guiding questions and prompts	School response Completed at the start of the programme development process	Guiding questions and prompts	School response completed at the conclusion of the development activities
IB practices	0401 PYP1 The school designs a programme of inquiry that consists of 6 units of inquiry.	As a school, we are committed to fostering a community of inquiry minded-learners. This includes the teachers	How effective is the POI in promoting inquiry? When will the POI be reviewed?	

	<p>0403 1.1 Teachers use inquiry-based teaching strategies and learning engagements.</p> <p>0403 1.2 The school monitors and evaluates inquiry-based teaching strategies and learning engagements</p>	<p>along with the students.</p> <p>Who: The SLT and teachers will collaborate to learn from recent research and from each other to promote inquiry learning.</p> <p>How: The school will provide:</p> <ul style="list-style-type: none"> • Continuous reflection and adaptation to POI. • Induction week - PYP co led a workshop on structured, guided and open inquiry. • Evident in planners under learning experiences. • Opportunities to share, learn and reflect from each other during staff meetings. • Appraisal system - teachers are asked to choose at least one goal from our teaching and 	<p>How well do the teachers understand the different types of inquiry?</p> <p>How many opportunities are there to have open inquiry?</p> <p>How to promote deeper reflection with teachers in regards to their inquiry approach?</p> <p>How well do teachers understand that there are different approaches to inquiry and that it is not linear?</p>	
--	---	--	---	--

		<p>learning inquiry rubric.</p> <ul style="list-style-type: none"> Peer assessment - teachers are given multiple opportunities to peer observe throughout the year. 		
Impact	What is the impact on students?	There will be consistency across the school, in terms of how inquiry is taught, understood and assessed. As a result, students will have opportunities to have more agentic learning experiences.		
Data and evidence	How will we learn what the impact of inquiry is?	<p>Indicators of success could include:</p> <p>Personal, group or whole class Inquiry journeys.</p> <p>Reflections in planner.</p> <p>End of year evaluation from teachers and students.</p>	How did you learn what the impact of the work was? What data or evidence did you gather?	
(Optional) Research and/or shared practice	What shared practices or research	Inquiry cycles - Kath Murdoch		

	informed the approach or activities?	<p>Cindy Blackburn</p> <p>Kimberly Mitchell - Inquiry strategies</p> <p>Trevor Mackenzie - Inquiry Mindset</p> <p>Different types of inquiry staff workshop</p> <p>Examples of inquiry - Caine's arcade Thai soccer team Austin's butterfly</p>		
--	--------------------------------------	---	--	--

	Implementation and Analysis		Reflection on implementation and analysis	
	Guiding questions and prompts	School response Completed at the start of the programme development planning process	Guiding questions and prompts	School response (Completed at the conclusion of the programme development process)
Activities	What activities will lead to the outcome?	<p>Observations (by SLT and Peer)</p> <p>Sharing sessions by staff in staff meetings</p> <p>Professional development to upskill all staff in the</p>		

		philosophy and different types of inquiry		
Analysis of data or evidence				
Examples of impact			Examples - 1-3	

Understanding and application		
Summary	<i>What did the school learn from engaging in this programme development effort? What factors led to this effort having, or not having, an impact?</i>	
Further or future considerations	<i>What was learned from this analysis that can be applied to further development of this area or to developing other areas of the IB programme in the school?</i>	
Priorities for programme development	<i>What areas of the programme will the school now prioritize for development? Why?</i>	