

**The Evaluation Process: Issues and Perspectives for PYP Authorized Schools**

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**A little about ourselves**

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**Timelines & Guidelines**

Goal

- Develop an action plan based on the recommendations from the authorization report.
- As a World School continue to effectively implement the programme.

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**Timelines & Guidelines**

**IB Required Visits and  
Timelines**

**3 Years**  
Following authorization  
**Evaluation Visit**

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**Timelines & Guidelines**

**Professional  
Development  
Requirements**

- ◉ The school continues to send teachers to regional workshops and may choose to request an in school workshop approx every 2 years.
- ◉ The school ensures that all teachers have IBPYP recognized professional development organized through the regional office. (in-school or regional) prior to the evaluation visit.

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**Timelines & Guidelines**

**School's Responsibility**

- ◉ Implement a strategic plan based on the recommendations from the authorization visit.
- ◉ Continue to implement the standards and practices
- ◉ Conducts the IBAP PYP self study process 6-12 months prior to the evaluation visit
- ◉ Submits the self study and required documentation 8 weeks prior to the evaluation visit
- ◉ Hosts the evaluation visit

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### A coordinator's perspective

#### Role

- Organize & coordinate process of self study
- Oversee documentation
- Encourage and support along the way
- Ensure administration understand process & requirements

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### A coordinator's perspective

#### Challenges

- Authentic involvement of all
- Redefining 'evaluation'
- Time
- Familiarity with standards & practices
- Staff rating higher/lower than...
- Evidence to support self study

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### A coordinator's perspective

#### Benefits

- Self-reflection
- Involvement of all
- Celebration of what you're doing well
- Staff buy-in

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**A coordinator's perspective**

**Results**

- Positive & constructive feedback
- No surprises
- A clear way forward

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**A coordinator's perspective**

**Tips**

- Start, the earlier the better!
- Refer regularly to standards & practices
- Collect evidence now
- Think about a way to organize evidence
- Focus groups
- Survey Monkey
- Visit agenda

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**How Immanuel Primary School undertook the process**

- ◉ Slowly, thoroughly
- ◉ Commenced by re-examining the authorisation report
- ◉ Presentation to Ed-Admin Team and School Council about the process – 15 months out
- ◉ Evaluation action timetable established - Copy to be presented

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**Principal's Role**

- Engaged from commencement
- Regular updates from PYP Coordinator
- Attended key PYP committee meetings as requested
- Pro-active in budgeting requirements
- Active participant in self study teams
- Encouraging parent involvement
- Ensured that the PYP process was as authentic as possible and that it had priority on the School Council Agenda

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**Principal's Role continued**

- Engaged in staff dialogue at specific staff meetings
- Ensured that there was adequate time set aside at Leadership (Ed Admin) meetings
- Shared in celebration of the report

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**Challenges**

- Time – we made this the P.D. focus for 6-12 months. No other major focus.
- Feedback from parents – a lot of data to scroll through
- If we had just averaged responses from parents, then every standard would have been in the high column. We decided to use percentages to give a more authentic picture.

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**Benefits**

Best encapsulated by a teacher whose reflections included:

*'I've been a teacher for 28 years and never before have I been so authentically involved in a process that has given me a clear view about what real teaching and learning is. We used to teach, test, teach, test. The involvement and engagement using the PYP framework has reenergised me and given me a real sense of meaning about my work. At last I have seen what an authentic professional learning community looks and feels like. This last 12 months of genuine reflection has been the key to motivating me to continue.'*

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**My Comments**

- The self study sessions were so beneficial in bringing all staff (including leaders & specialists) into a common dialogue.
- The process assisted me in focussing on the core business of teaching and learning. It is very easy to be distracted by the myriad of important aspects that take us away – finances, legal matters, staffing issues, outside professional activities, parent matters and so on. I found myself again able to talk with greater knowledge and confidence about rich and meaningful learning.

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**My Comments continued**

- Getting parents involved by engaging them in the review process. So many of them were able to see and then articulate the learning that was happening. They too reported on getting a greater understanding about the education process and giving them a greater sense of what schools actually do.
- Staff could see authentic involvement and genuine interest and support shown by the Ed Admin team.
- The process has lifted School Council's understanding of what teachers actually do. They have witnessed first hand the results of strategic direction in terms of having made a major boost to financing professional learning opportunities (very transparent).

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**Results after Evaluation**

- Parent's positive comments
- Sense of excitement by staff about having reached a milestone in both their own development as professional educators and the impact on the rich and meaningful learning of the children.
- Staff / Council receiving confirmation from a body outside of the school that they are on a positive journey moving forward. Affirmations are rare in many sectors of Australian schooling.

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**Perspectives from a Head of School**

**Benefits**

- Great reflection tool
- Identification of gaps
- Staff morale
- Learning opportunity
- Collected understanding that did not come from the Principals
- Team approach (not top down and therefore shared ownership)

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**Perspectives from a Head of School**

**Challenges**

- Time pressure on teachers
- Loss of planning time
- Different levels of understanding of PYP (new teachers and a new leader)
- Language barrier
- Keeping the spirit up of all teachers
- Complication of WASC and national accreditation at the same time

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<p><b>Q &amp; A</b></p>

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