

BUILDING QUALITY CURRICULUM

Building Quality Curriculum is a service that allows teachers to receive formative feedback on their unit plans. This is a shift from previous monitoring of assessments and is incorporated into IB evaluation visits. However, this service is also available voluntarily in between evaluation visits.

This report summarizes the findings from the research study by the Claremont Evaluation Centre (CEC) on implementation of Building Quality Curriculum as part of the optional strategies.

What does Building Quality Curriculum implementation look like across the world?

- On average, teachers met all IB expectations for Building Quality Curriculum.
- Teachers were generally supportive of feedback on unit plans, but were less supportive of using school funds to pay for this feedback.
- Among those who had used Building Quality Curriculum, teachers felt the feedback was useful, and had influenced school policies.
- In all, 78% of teachers said their schools received feedback on unit plans during their most recent evaluation visit; however, only 23% of teacher knew that it was a service that IB offered for a fee.

In a single instance, one school described Building Quality feedback as both a help and a hindrance. Teachers at this school found it helpful to use the Building Quality Curriculum feedback in conjunction with the corresponding IB evaluation as well as internal self-observations to gain a clear sense of where to focus improvement efforts. However, one staff member wished the IB would work to make the feedback messaging more palatable for teachers. As this staff member noted

if the department was not in line with what was required it [i.e., Building Quality Curriculum feedback] worked negatively and people began to think of this as a futile process and then I had to go back in and have those conversations with them and say, you know, this is the reason we do it and this is the reason we did the BQC.

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Summary

- Teachers view Building Quality Curriculum as an important and useful service for improving schools' implementation of the MYP: Next chapter.
- Funding, however, may be a barrier that keeps some from experiencing the full extent of its benefits.
- Further, reception of Building Quality Curriculum feedback may be improved by making the feedback messaging more palatable.

Background

In mid-2015, the IB commissioned the Claremont Evaluation Center (CEC) to lead a multi-year research project on the MYP: Next chapter's implementation and impact. The CEC study provides a wealth of data about what the implementation of the MYP curriculum looks like around the world in critical curriculum components.

Based on this multi-year research, the IB has identified three themes that categorize nine high-quality implementation strategies for the MYP:

- Collaborative strategies
- Key strategies
- Optional strategies

The IB will disseminate the CEC research findings in form of reports for high-quality implementation strategies and many other resources to support schools in further implementing the MYP programme.

Find out more: www.ibo.org/implement-myp



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