

Programme development plan: continuity of learning in times of uncertainty

IB schools are in a continual process of development and times of uncertainty bring new challenges and opportunities for change and growth. This area of programme development may be used by schools within the self-study. This example considers how to leverage the learning environment in times of uncertainty.

Challenge: Due to the Covid-19 pandemic the school year was interrupted. Not knowing what the future holds, we need to consider all options. A blended model of instruction (face-to-face and remote learning) may be necessary.

What do we need to think about in order to meet this challenge: What skills have we learned from remote teaching? What additional skills or resources could improve learning and teaching? Which tools, spaces and resources (human, natural, built, virtual) could enhance learning and teaching opportunities? Which tools, spaces and resources (human, natural, built, virtual) were used to connect with students? Which were most meaningful for students, families, and teachers? How could we leverage those in a blended learning environment? How were barriers to learning removed? How was learning made to be more inclusive?

Focus of programme development

What question does the school want to answer? What challenge is the school facing? What goal does the school want to achieve?

Goal: We want to consider how we can ensure the learning environment supports student well-being and accessibility to learning, within the constraints created by the Covid-19 pandemic (or any future interruptions to learning).

Rationale

Briefly summarize the reasons the school selected this focus for programme development. The COVID-19 pandemic interrupted the school year and it is not yet clear what the impact will be on subsequent school years. Regardless of when and how our school reopens, we know this crisis has impacted each member of the school community in unique ways. As such, all members will need time to process and adapt to the “new normal,” to ensure that they can participate in a meaningful way. It is a particular priority to review our physical and virtual learning environments in order to support well-being and accessibility to learning.

	Planning		Reflection	
	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 activities
IB practices	<p><i>Identify one or two practices to answer each question. Select practices from at least two categories of the PSP framework.</i></p> <ul style="list-style-type: none"> • What practice or practices need to be in place for this development to be successful? • What practice or practices identify the people who are responsible for the work? For example, teachers, leadership, students? • What practice or practices show how the work will be done? That is, what actions will be taken? • What practice or practices indicate why the school is undertaking the work? That is, what is the reason for this focus? 	<p>Conditions As a school, we are committed to fostering the social, emotional, and physical well-being of our students and teachers (0202-03), and we identify, allocate and review spaces and resources to support this. (0202-03-0100).</p> <p>Who The school will provide effective learning spaces and learning environments (0202-01-0300) to support blended learning.</p> <p>How- We will identify the tools, spaces and resources (human, natural, built, virtual) that best supported remote learning and well-being. Having identified the most beneficial tools, spaces and resources the school will develop a plan to implement its IB programme(s), in a blended learning environment. (0202-02-0200) (0202-01)</p> <p>Why- While the initial prompt for this urgent review process was the COVID-19 pandemic, to promote access to the school's programme(s) for as many students as reasonable, (0301-01-0200) we are aware that we need to also prepare for any future interruptions to learning.</p>	Indicate if there were any changes to the practices selected and explain why different practices were selected.	
Impact	What will change for students? (Identify the target: all students or subsets of students.)	There will be consistency across the school, in terms of how the tools, spaces and resources are used to support student social, emotional and physical well-being. As a result, students will experience greater continuity of learning, regardless of the setting.		
Data and evidence	How will we learn what the impact of the work is? (What data or evidence do we need to gather?)	<p>Indicators of success could include:</p> <ul style="list-style-type: none"> • Anecdotal reports from teachers • Conversations with school community members • Survey results • Student progress • Student participation 	How did you learn what the impact of the work was? What data or evidence did you gather?	

		<ul style="list-style-type: none"> Attendance 		
(Optional) Research and/or shared practice	<p>What shared practices or research informed the approach or activities?</p> <p>What practices shared from other schools might inform the school's approach or activities? How might research (published or unpublished) inform the school's approach or activities?</p>	<p>Copenhagen International School post-C19 reopening plan https://www.copenhageninternational.school/c19/</p> <p>Suzhou Singapore International School reopening plan https://www.suzhousinternationalschool.com/community/campus-reopening-information</p> <p>How have we redefined blended learning? https://www.jenniferchangwathall.com/post/how-blended-learning-has-evolved</p> <p>3 Rs for re-entry https://www.turnaroundusa.org/wp-content/uploads/2020/04/Turnaround-for-Children-Three-Rs-EdNx.pdf</p> <p>Secondary Traumatic Stress for Educators: Mitigating the effects https://www.kqed.org/mindshift/52281/secondary-traumatic-stress-for-educators-understanding-and-mitigating-the-effects</p>	<p>What examples or research informed the approach or activities?</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	<p>What activities will lead to the outcome? (Who will do what? By when?)</p>	<p>Suggested activities:</p> <ul style="list-style-type: none"> School-community survey to evaluate what worked and what didn't work with remote learning 	<p>What were the major activities undertaken to achieve the outcome?</p>	

		<ul style="list-style-type: none"> • Virtual or physically-distanced “meet and greets” to address community concerns, needs, expectations • Audit and review of spaces and resources (including transportation, food, health and safety, before and after-school care) to support blended learning • Developing a re-opening plan, with a variety of stakeholders (including students) • Communicating re-opening plan with all stakeholders (including students) • Professional development to upskill all staff in the tools and resources selected • Collaborative time for teachers to plan for and reflect on the re-opening plan 		
Analysis of data or evidence			What did the data or evidence show was the impact on students?	
Examples of impact			Provide 1–3 examples that show the impact on students. (documents, photographs, short audio or video files)	

Understanding and application		
Summary	What did the school learn from engaging in this programme development effort? What factors led to this effort having, or not having, an impact?	

Further or future considerations	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?	
Priorities for programme development	What areas of the programme will the school now prioritize for development? Why?	