

## ROSE PARK PRIMARY SCHOOL - INTERNATIONAL BACCALAUREATE PRIMARY YEARS PROGRAMME STRATEGIC PLAN

**AS AT 22/2/2021**

### ROSE PARK PS STRATEGIC PLAN

**Goal 1: To engage all students in learning through the International Baccalaureate Primary Years Program**

**Goal 1 challenge of practice: To synthesise all of the key elements of the IB PYP to maximise student engagement and agency through inquiry.**

**Goal 2: To undertake a whole school learning community inquiry into the Standards and Practices to evaluate our success of the implementation of the IB PYP and to inform future actions.**

**Goal 2 challenge of practice: To undertake a school wide process of evidence collection and self-study analysis against the Standards and Practices.**

| Targets  | 2019: Implementation – Action Plan | 2020: Begin Self-study process   | 2021: Evaluation  |   |
|--|------------------------------------|--|---|---|
| Actions  | Timeline                           | Roles & Responsibilities<br>what will the role of each teacher be??  | Resources   | Success Criteria<br>what will we see students doing, making, saying etc.?   |
| <p>Goal 1: Each teacher will create a learning environment that reflects the IB beliefs and values about learning including:</p> <ul style="list-style-type: none"> <li>- Reflecting on their inquiry pedagogy to identify strengths and weaknesses to determine area for future focus (PDP Goal)</li> <li>- Ensure inquiry is purposeful and authentic</li> <li>- Ensure the inquiry process builds capacity through student agency where voice, choice and ownership feature strongly</li> <li>- Classroom displays are reflective of the design principles from the IB PYP (From Principles into Practice)</li> </ul> | 2020/2021                          | <p>All teachers will join MyIB to access professional readings and resources.</p> <p>Everyone to use the programme of inquiry as the basis for teaching and learning</p> <p>Teachers to collaboratively plan and reflect</p> <p>Teachers to provide evidence against standards and practices</p> | <ul style="list-style-type: none"> <li>● IB Standards and Practices</li> <li>● IB Leaders</li> <li>● MyIB</li> <li>● Australian Curriculum</li> <li>● Supporting documents from the IB</li> <li>● From Principles into Practice</li> <li>● Networks with local PYP Gov. schools</li> <li>● DfE</li> <li>● IBWS Manager</li> <li>● SA/NT PYP Network</li> <li>● Kath Murdoch: The Power of Inquiry</li> <li>● Kimberly L. Mitchell: experience inquiry</li> <li>● DfE</li> </ul> | <p><i>Students to sustain a love for lifelong learning</i></p> <p><b>Approaches to Learning:</b><br/>Thinking skills<br/>Research skills<br/>Communication skills<br/>Social skills<br/>Self-Management skills</p> <p><b>Students as Inquirers</b><br/><b>IB Learner Profile</b><br/><b>Agency (PYP learners...)</b></p> <ul style="list-style-type: none"> <li>- Are actively engaged in various stages of learning, including: thinking about, planning, modifying and creating</li> <li>- are actively involved in discussions, questioning and by being self-directed in their creating (as opposed to passive receiving)</li> <li>- apply their understanding of concepts through the construction of their projects/play</li> <li>- make connections to the real world by taking past experiences into their play worlds</li> <li>- have an active voice and stake in the classroom/community</li> <li>- face challenges and are given the freedom to independently overcome these or fail through trial and error or experimentation</li> <li>- are risk takers</li> <li>- express their theories of the world and these are honoured in the environment</li> <li>- reflect on their actions and self-regulate</li> </ul> <p><b>Action</b><br/>Participation<br/>Advocacy<br/>Social Justice<br/>Social Entrepreneurship<br/>Lifestyle Choices</p> |
| <p>Goal 1: Each teacher will continue to review and refine the Programme of Inquiry working in alignment with the Department for Education, Australian Curriculum Scope and Sequence documents and the IB Programming requirements.</p>  |                                    |  |   |   |
| <p>Goal 2: Each teacher will work collaboratively to provide evidence of and reflect upon the taught, written and assessed curriculum (Standard C - Curriculum) (Standards and Practices 2014) in support of the self-study process.</p>   |                                    |  |   |   |
| <p>Goal 2: Each teacher will strive to continually improve the quality of their programme and pedagogy in order to address the recommendations in the action plan and areas for development identified in the self-study process.</p>  |                                    |  |   |   |