IB SCHOOLWIDE ADOPTION

KEY CONSIDERATIONS
A VISION & PURPOSE FOR ACTION

COMMUNITY AGREEMENTS
HOW WILL YOUR COMMUNITY...

INNOVATE
Set a vision for doing the things that are hard and may seem impossible, to some.

COMMUNICATE
Manage perceptions and ensure people understand the value of what we are doing.

COLLABORATE
Re-evaluate who has a voice and how the school community can be a part of the effort.

APPRECIATE
Understand the challenges and celebrate the milestones. Do so with actions as well as words.

SCHOOL READINESS

Your school may have made many attempts to remove learning barriers and elevate expectations for all students in the past. Perhaps members of your school community wonder what will be different, this time.

Preparing the whole community is vital, even if your Initial efforts will center around one specific subject area discipline.

No matter where you are on your organizational learning journey, understanding the degree to which your community is ready, will help you to prioritize tasks so change is a process, rather than an event.

SHAPING THE FUTURE

Education philosophy plays a role In the practical decisions your community will make.

Schools everywhere must move to more student centered models of education because the ways we learn, where we learn, and why we learn are rapidly evolving.

What will your community prioritize?
How will you define success?

Is the purpose of schooling to ensure students meet all of the requirements? Or, do learning environments build confidence and awareness of learning strategies and celebrate a range of milestones and accomplishments?

WHAT WILL BE YOUR FIRST STEP?

SHARED OWNERSHIP & RESPONSIBILITY

Identify of who will carry out the strategic development. It is helpful to include in the group lead educators in a variety of roles and from across departments, learning and inclusion specialists, language development specialists, and key members of the school leadership team who influence important decisions.

CURRICULUM REVIEW

When schools offer multiple versions of the same course, cross examination of the methodology will help increase shared understanding of the best ways to consolidate curriculum so choice and flexibility is preserved. Explore the approaches to learning, teaching, and assessment , to align principles and practices. A common framework empowers the innovative collaboration essential to meeting the wide range of needs of all students.

ALLOCATED TIME

Designate collaborative planning and professional learning time for subject area teachers, learning support specialists, and instructional leaders or coaches to unpack Subject guides, gather resources, and network with educators in other schools. Build strong professional learning teams who are empowered and resourced increase confidence and capacity to facilitate and support learning for all students.

SCHOOLWIDE PRINCIPLES & PRACTICES

When schools offer multiple versions of the same course, cross examination of the methodology will help increase shared understanding of the best ways to consolidate curriculum so choice and flexibility is preserved. Explore the approaches to learning, teaching, and assessment , to align principles and practices. A common framework empowers the innovative collaboration essential to meeting the wide range of needs of all students.

ESTABLISHED CULTURE

Identify the ways the school community commits to inclusive education and explore any perceptions about student capabilities that may limit the opportunities afforded to each student. Evaluate policies and procedures where access is limited by Implementation practice or by messages about rigor that deter the student groups we most want to support, from participating.

BELIEFS AND ATTITUDES

Empathize and value differing beliefs that have become established In the school. Cultivate agreement to open-mindedly conduct an exploration of possibilities and opportunities, as a community. Seek support from communities outside of your own, engage In professional learning and networking activities from where new shared understandings and consensus can be built.

LEADERSHIP

Evaluate of the situation of the school and any school leadership and governance with regard to adoption of IB expectations into new aspects of the school community. Gather resources to support informed decision-making, especially if there has been a lack of consensus regarding the way IB principles and practices have been designed to support continuous improvement for the whole school

FACILITATION

Consider a range of ways to accommodate the increased number of students who will engage in interactive timed assessments and examination regulated under set accountable conditions. Network with other schools of similar composition in terms of size and facilities as well as explore resources that ensure assessment fees are not a barrier to student access, particularly for students from low-income circumstances.

IMPLEMENTATION

Identify the ways the school community commits to inclusive education and explore any perceptions about student capabilities that may limit the opportunities afforded to each student. Evaluate policies and procedures where access is limited by Implementation practice or by messages about rigor that deter the student groups we most want to support, from participating.

COMMUNICATION

Many people see change as something that just happens, something that's 'done to them'. It's important to manage the perception of change by communicating the reasons for the change, the benefits of the change, and the expected outcomes of the change. The IB promotes practices that activate self-regulated learning and agency. Ensure all stakeholders understand how they can benefit from your school-wide adoption initiative.

HOW CAN WE BEST WORK TOGETHER WITHIN AND BEYOND THE SCHOOL COMMUNITY?