

KABOJJA INTERNATIONAL SCHOOL-UGANDA

International Baccalaureate Middle Years Programme (MYP)

Personal Action Plan based upon IB Standards

A FOCUS ON INTERNATIONAL MINDEDNESS

Learning Organization						
Category/ Standard <i>Found in Programme standards and practices</i>	Requirement/ Specification <i>Found in Programme standards and practices</i>	Actions <i>Action to be completed for standard and practice to be met</i>	Budgetary implications	Responsible team members	Deadline	How to confirm achievement or progress on an objective
Purpose-1	The school's published statements of mission and philosophy align with those of the IB	The school Reviewed and revised school's mission and vision statement.	N/A	Head of IB school MYP Coordinator Subject Heads Teachers The Principal	Still on-going up to March-2024	When the new school's mission and vision statements are confirmed and seen on website
Purpose 2 and 3	<p>The governing body, administrative and pedagogical leadership and staff demonstrate understanding of IB philosophy.</p> <p>The school develops and promotes international-mindedness and all attributes of the IB learner profile across the school community Inform students of the advantages of the MYP</p>	<ul style="list-style-type: none"> - MYP Coordinator attends the: IB-Leading the learning training. -Training for staff to ensure understanding of MYP via IB online Workshop and MYP coordinator-led professional development - Collaborate and visit with other MYP schools' and coordinators <p>IB MYP Training for all staff • IB/MYP Posters, Learner Profile in each classroom and throughout the hall • Flags of the world throughout the buildings • IB Learner Profile highlighted each month via school announcements and alongside character traits on bulletin board • Celebrate a different culture each month or quarterly (bulletin board, display table, cultural food festival, etc.) • Parent/Community Information Meetings</p>	<p>School's IB budget for professional development</p> <p>School's IB Budget</p>	<p>MYP coordinator</p> <p>Teachers/staff</p> <p>Administrators</p> <p>MYP, IBDP Coordinators and teachers</p> <p>Administrators All departments Student Body All Faculty and Staff</p>	<p>For MYP coordinator-training is on-going until early Jan 2024</p> <p>Ongoing from 2023 to 2026</p> <p>Ongoing from 2023-onwards</p>	<p>Certificate of Completion of IB Trainings; Stakeholders support the MYP to increase enrollment in existing MYP program; Faculty and staff feedback surveys</p> <p>Schools' physical environment reflects international-mindedness; Subject-specific contribution to international-mindedness in class; Each content area included the arts, music, and design will be responsible for contributing to the cultural celebration and bulletin boards of student work</p>

Standard-0401 Designing a coherent Curriculum	Collaborative planning and reflection addresses the implementation of IB the Programme.	At Kabojja Tuesday afternoon is for planning and will be used to find areas of interactions to lead to stronger interdisciplinary ties. The school shall develop subject overviews and an ATL chart in accordance with Programme documentation.	N/A	MYP Coordinator, All teachers, Administration team	ongoing	Continued refinement of unit plans and statements of inquiry and reflections once a unit is completed. These reflections are documented, Aligned with DP, Common Core standards and IB subject Guides.
Standard 0401 Designing a coherent Curriculum	Collaborative planning and reflection addresses the implementation of IB the Programme	At Kabojja Tuesday afternoon is for planning and will be used to find areas of interactions to lead to stronger interdisciplinary ties. The school shall develop subject overviews and an ATL chart in accordance with Programme documentation.	N/A	MYP Coordinator, All teachers, Administration team	ongoing	Continued refinement of unit plans and statements of inquiry and reflections once a unit is completed. These reflections are documented, Aligned with DP, Common Core standards and IB subject Guides.
Standard-0403 Approaches to teaching and Learning	Establish and implement explicit teaching strategies to enhance students' development of Approaches to Learning (ATL) skills, aligning with IB MYP standards.	Develop a comprehensive framework that incorporates ATL skills such as research, communication, critical thinking, self-management, and collaboration into the curriculum at all grade levels.	Allocate funds for professional development workshops for teachers focusing on ATL integration, purchase relevant educational resources and tools, and potentially invest in digital platforms that support ATL skill development.	Form an ATL Development Team consisting of curriculum coordinators, subject teachers, and educational specialists. Designate a team lead to oversee the implementation and assessment of ATL strategies.	Develop a phased implementation plan spanning two academic years, with initial teacher training and resource acquisition in the first year, followed by gradual integration into the curriculum in the second year.	Conduct regular assessments, gather teacher feedback, and engage in reflective practices to refine and adapt strategies as needed.

<p>Standard- Engage school communities actively in the IB authorization journey to create a sense of shared responsibility and understanding.</p>	<p>Organize regular information sessions, workshops, and community forums to educate parents, students, and staff about the IB framework, its values, and the authorization process.</p>	<p>Organize regular information sessions, workshops, and community forums to educate parents, students, and staff about the IB framework, its values, and the authorization process.</p>	<p>Allocate funds for the development and distribution of informational materials, organization of community events, and potentially hiring external consultants for specialized training.</p>	<p>Establish a Community Engagement Team comprising teachers, administrators, and communication specialists. Assign a team lead to coordinate outreach efforts and serve as a liaison between the school and the community.</p>	<p>Implement a year-long community engagement plan, with ongoing events and communication initiatives throughout the authorization journey.</p>	<p>Gauge community engagement through surveys, attendance at events, and feedback sessions. Adjust the engagement plan based on the community's evolving needs and concerns.</p>
<p>Standard: Policy Development for IB Requirements</p>	<p>Develop and modify school policies to align with IB requirements, ensuring compliance with the IB framework.</p>	<p>Review existing policies and create new ones to meet IB standards, focusing on areas such as assessment, language policy, inclusion, and academic integrity.</p>	<p>Allocate funds for legal consultation, policy development workshops, and communication strategies to inform stakeholders about policy changes.</p>	<p>Form a Policy Development Team consisting of administrators, teachers, and legal advisors. Appoint a team lead to guide the revision and implementation of policies.</p>	<p>Implement a phased approach with a timeline for policy review, modification, and communication. Complete the process within the academic year to align with IB evaluation cycles.</p>	<p>Regularly assess the implementation of modified policies, collect feedback from stakeholders, and conduct periodic reviews to ensure continuous alignment with IB requirements. Adjust policies as needed based on ongoing assessments.</p>

REFLECTION ON MY ACTION PLAN

Action Plan Prioritization:

1. Authorization Timeline:

- **Identifying Key Milestones:**

- Prioritizing tasks that align with the IB authorization timeline, such as completing the application, preparing for the authorization visit, and addressing any feedback received.
- Breaking down the timeline into manageable phases, focusing on immediate needs and long-term goals.

2. Inquiry-Based Learning Implementation:

- **Professional Development:**

- Prioritizing training sessions for teachers on inquiry-based learning methodologies.
- Ensuring that educators understand the principles, benefits, and practical applications of inquiry-based learning in their respective subjects.

- **Curriculum Integration:**

- Identifying key subjects or grade levels to pilot inquiry-based learning approaches.
- Prioritizing the integration of inquiry-based elements into existing lesson plans, ensuring alignment with IB curriculum requirements.

- **Resource Allocation:**

- Allocating resources for materials and tools that support inquiry-based learning, such as project supplies, technology, and relevant literature.
- Prioritizing budget considerations for ongoing professional development opportunities related to inquiry-based teaching strategies.

Job Description Enhancement: What I will add on my job description

Based on the learning done throughout this workshop, I will add the following elements to my job description as an *MP LEADING THE LEARNING TRAINING AND CERTIFICATE*

1. Leadership in Inquiry-Based Learning:

• Facilitating Workshops:

- I can conduct workshops and training sessions for faculty, providing guidance on implementing and enhancing inquiry-based learning practices.

• Curriculum Development:

- Collaborating with subject coordinators to integrate inquiry-based elements into the curriculum, ensuring alignment with IB principles.

2. IB Program Implementation Oversight:

• Authorization Support:

- Providing support and guidance to teachers and departments throughout the IB authorization process, ensuring adherence to timelines and requirements.

• Quality Assurance:

- Establishing systems for ongoing quality assurance, including regular reviews of inquiry-based learning implementation and continuous improvement initiatives.

3. Community Engagement:

• Parental Involvement:

- Encouraging and facilitating engagement with parents, ensuring they understand the benefits of inquiry-based learning and the goals of the IB program.

• Community Outreach:

- Collaborating with community stakeholders to promote awareness of the IB program and its impact on student learning and development.

4. Data Analysis and Feedback:

• Assessment and Feedback:

- Implementing processes for collecting and analyzing data related to the effectiveness of inquiry-based learning strategies.
- Using feedback to guide professional development and program enhancements.