



Programme development plan template

This template is designed to guide schools through the process of planning, implementing, analysing and reflecting on the development of their IB programmes. Use of IB templates is not required, but it is encouraged. Schools may use or modify this template or the template included in the self-study questionnaire available on the [Programme Resource Centre](#). Schools may also develop their own templates. However, the aspects of the process detailed below need to be included in the school's plan.

Refer to *Programme development in IB World Schools* for guidance and a list of resources. As you engage in programme development planning, be aware that the primary audience for this plan is the school community, not the IB. If you select this plan to submit for programme evaluation, it can be edited to help the evaluation team and the IB World School (IBWS) manager understand what the school did and why. However, as you engage in the process, experiment to find a format that works for the school and helps to accomplish the goals the school has set for itself.

| Name of school | IB school code |
|----------------------------|----------------|
| Our Lady of the Assumption | 063624 |
| 6IB programme(s) PYP | |

| Start date of plan | Completion date of plan |
|--------------------|-------------------------|
| Sept 2025 | June 2026 |
| | |

Planning

Complete this planning section at the start of the programme development planning process

Focus of programme development:

Goal: Students will identify their learning needs, select strategies that work best for them, and engage in learning that matches their strengths, while teachers support them in creating a culture of differentiation.

Rationale: (current state of school necessitating goal and Holy Spirit data supporting the need)

The verification report confirmed good collaboration and a clear POI, and it suggested we strengthen systematic unit reflection, coherence through ATL and concepts, student-initiated actions, and assessment methods that track understanding. Right now, teachers do unit reflections, but they're done in different formats and places, which makes it hard to share insights and reflect together. While differentiation often happens during lessons, it's usually planned informally rather than being consistently documented in unit plans. Also, some teachers clearly communicate learning goals—often with "I Can" statements—while others are still working on consistent ways to help students easily state what they're learning and how they can show they've succeeded.

Currently, teachers use a variety of planners: the official IB PYP planner, a school-created one, and some online templates. This lack of a common planning system makes it tough to ensure consistency across grades and to analyze or compare evidence of learning and reflection school-wide. There's no formal baseline data yet for students' or teachers' perspectives on planning, differentiation, or clarity of learning goals. To fix these issues, we'll introduce a single, school-wide planning process using a school created IB planner based off the official planner and the one used on Toddle and including the Alberta curriculum with the goal of making planning easy and minimizing how often teachers need to check alternate sources during planning. This will also help make reflection more practical, ensure differentiation is intentional and visible, and that learning goals are consistently shared with students.

Holy Spirit Data:

- High incidence of ISPs in school
- Lowered scores on PATs (students from various backgrounds)
- 58% EAL students

Planning

| | Guiding questions and prompts | School response |
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| HOLY SPIRIT: Board priorities alignment | <p>How does the goal and each impact connect with Holy Spirit board priorities?</p> <ol style="list-style-type: none"> 1. Strengthening our Catholic Faith 2. Learning through Quality Teaching 3. Living Truth and Reconciliation 4. Belonging in our Diverse Community  | <p>STRENGTHENING OUR CATHOLIC FAITH:</p> <ul style="list-style-type: none"> • The focus on student ownership, reflection, growth mindset, and differentiation aligns with the Catholic goal of forming the whole person—mind, body, and spirit as well as connecting to spiritual values like humility and moral reflection. • All planners invite teachers to seek authentic opportunities for faith integration • Selection for final exemplar bank should include units that explicitly connect our Catholic faith (example: grade 5 integrating the Eucharist into conversations about nutrition, food, and culture) <p>LEARNING THROUGH QUALITY TEACHING:</p> <ul style="list-style-type: none"> • Systematizing reflection, common planners, recorded differentiation, clarity in learning outcomes - all improve us as teachers • Impact statements connect to improving teacher practice • Planned professional development, teacher supervision plan, and exemplars also provide ways to improve teaching <p>LIVING TRUTH AND RECONCILIATION:</p> <ul style="list-style-type: none"> • All planners invite teachers to seek authentic opportunities for integrating FNMI ways of knowing • Differentiation and focus on diverse learning styles allows teachers to invite Indigenous perspectives and ways of knowing • Focusing on student ownership and differentiation allows for students to explore Indigenous perspectives or learning activities based on their own interests or choices. • Overall focus on sense of belonging and respect for different approaches and culturally responsive teaching, which is a key part of reconciliation. |

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| | | <p>BELONGING IN OUR DIVERSE COMMUNITY</p> <ul style="list-style-type: none"> • Differentiated instruction that offers student choices and recognizes different learning strategies promotes inclusion, independence, and respect for individual differences. • Giving students opportunities to reflect and make choices helps them feel heard and valued. • Focus on “at your level” and recognition of culture of differentiation helps foster the understanding that we all learn in different ways and come from different backgrounds |
| IB practices | <ul style="list-style-type: none"> • What practice or practices indicate why the school is undertaking the work? That is, what is the reason for this focus? | <ul style="list-style-type: none"> • 0401-01 The school plans and implements a coherent curriculum that organizes learning and teaching within and across the years of its IB programme(s) • 0403-02 Conceptual learning (planning/facilitation for conceptual understanding). |
| | <ul style="list-style-type: none"> • What practice or practices need to be in place for this development to be successful? That is, what practices identify the conditions that are needed for success? | <ul style="list-style-type: none"> • 0201-03 School organization ensures time and structures to meet programme requirements. • 0203-03 (Learning environment/Student support) School schedules protected collaboration and reflection. |
| | <ul style="list-style-type: none"> • What practice or practices identify the people who are responsible for the work? For example, teachers, leadership, students? | <ul style="list-style-type: none"> • 0201-02 Programme coordinator has the mandate, time and support to facilitate programme development. • 0403-04 Teachers collaborate to ensure a holistic, coherent learning experience. |
| | <ul style="list-style-type: none"> • What practice or practices show how the work will be done? That is, what actions will be taken? | <ul style="list-style-type: none"> • 0401-02 Use the PYP planning process and standardized planner to design/deliver units and record reflection. • 0404-02 Assessment informs teaching; teachers document and analyse learning over time to adjust learning. |
| Impact (state the goal) | <p>What will change for <u>students</u>?</p> <p><i>Develop a specific goal that will help to improve the student learning experience.</i></p> <p><i>Consider adding specific, well-defined impact statements that will result from achieving the goal.</i></p> <p><i>Consider from the start how to determine and then demonstrate the impact on the student experience.</i></p> | <p>GOAL (written in more precise terms): By June 2026, Every PYP unit evidences pre-/mid-/post-unit reflection, planned and recorded differentiation (support/extension). Students will take ownership of their learning by reflecting on their needs, making informed choices about how they learn and show understanding, embracing a growth mindset, and engaging with learning at their “just right” level so they feel confident, supported, and challenged in ways that make sense to them, while teachers use common planners to</p> |

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| | <p><i>Identify the target: all students or subsets of students.</i></p> | <p>document differentiation and embed reflection to guide and improve learning experiences.</p> <p>Impact statements:</p> <ul style="list-style-type: none"> • Students advocate for their learning needs, reflect on their progress, and make informed choices to extend their understanding. • Students use targeted support and extension activities to create products and performances that show their growth and match their individual needs and interests. • Students build on prior lessons, reflect on their progress, and take next steps in their learning. Teachers reflect these progressions in the planners, using them as living documents to design and adjust learning experiences. • New or transitioning teachers can understand and continue a unit from the planner and exemplars alone. • Students recognize that learning can look different for everyone, experimenting with personalized strategies and respecting diverse approaches. <p>Demonstrating impact:</p> <ul style="list-style-type: none"> • Teachers new to the grade will easily understand and access previous units of inquiry • Reflections will be robust and collaborative, indicating the units as ongoing documents not plans set in stone • Students express greater diversity of choice and differentiation in student friendly terms • Assessments and class projects reflect student interests and strategies |
| Data and evidence | <p>How will you learn what the impact <u>on students</u> is?</p> <p><i>What information, data or evidence will be gathered? Identify appropriate data sources early in the process that will show the impact on students.</i></p> <p><i>Consider how to use existing information, data or evidence, or identify new sources that can be reasonably obtained with the resources and time available.</i></p> | <ul style="list-style-type: none"> • Students advocate for their learning needs, reflect on their progress, and make informed choices to extend their understanding. <ul style="list-style-type: none"> ○ Student survey item on I get chances to decide the best ways for me to learn and share my learning. (≥ 70% Agree/Strongly Agree by June 2026; stretch 80%). |

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| <p><i>Ensure that information, data or evidence collected reflects the student experience.</i></p> <p><i>Consider a wide range of information and data sources from different members of the learning community.</i></p> <p><i>Determine interim milestones and how to use data or evidence to show whether they have been achieved. Adapt activities accordingly.</i></p> | <ul style="list-style-type: none"> ○ Random student interviews (3 per class/unit): each student explains an opportunity for differentiation ○ Learning walk look-for: Students actively engage in choice and differentiation ● Students use targeted support and extension activities to create products and performances that show their growth and match their individual needs and interests. <ul style="list-style-type: none"> ○ All unit planners document at least one potential opportunity or strategy for differentiation ○ Students make choices in assessments, inquiries, or assignments that reflect their interests and needs. ○ Teacher reflections include consideration of differentiation success ● Students build on prior lessons, reflect on their progress, and take next steps in their learning. Teachers reflect these progressions in the planners, using them as living documents to design and adjust learning experiences. <ul style="list-style-type: none"> ○ Coaching meetings and reflections are used to update learning engagements and plans ○ Reflections identify changes and potential improvements ○ Teachers reflect in the planners with specific examples of students using understanding of learning outcomes to set goals and have agency ● New or transitioning teachers can understand and continue a unit from the planner and exemplars alone. <ul style="list-style-type: none"> ○ “Cold-read” check: a teacher not on the team can read the planner + samples and identify the sequence, LI/SC, and assessment, without additional explanation (rate Yes/Partly/No). ○ Audit checklist for planners ○ Track data via spreadsheet ● Students recognize that learning can look different for everyone, experimenting with personalized strategies and respecting diverse approaches. <ul style="list-style-type: none"> ○ Anecdotally and in student interviews, students demonstrate an awareness of differentiation by: <ul style="list-style-type: none"> ■ Making suggestions for different strategies |
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| | | <ul style="list-style-type: none"> ■ Asking about accommodations ■ Demonstrating awareness of learning needs and preferences ■ Advocating for their own needs <p><u>Interim Milestones:</u></p> <ul style="list-style-type: none"> ● Oct 2025: First units complete; 100% use standard planner; ≥70% units show both planned support+extension and name adjustments in the post unit reflection ● Jan 2026: Units to date complete; ≥85% show both elements; walkthroughs reveal student clarity in the classroom ● June 2026: All classes have 6 completed units (Kindergarten: 4); 100% meet both elements; school-wide clarity item ≥70% (stretch 80%). |
| <p>Additional considerations to strength the plan</p> <p><i>Schools are encouraged to plan for these areas, but they are not required.</i></p> | | |
| <p>Professional learning</p> <p>What professional learning is needed to support the programme development goal?</p> <p><i>Consider what knowledge, skills or capabilities are needed for the plan to have the identified impact.</i></p> <p><i>Consider identifying strengths and capabilities that staff and leadership already have and setting up structures to provide school-based professional learning opportunities.</i></p> <p><i>Consider any gaps and identify IB or other professional learning that can support the school in achieving the desired impact.</i></p> | <ul style="list-style-type: none"> ● Differentiation in the IB: collaborative PD to allow teachers to work on strategies to practically implement differentiation ● Pre/Mid/Post reflection that drives action (what evidence to collect; how to adjust mid-unit). <p><u>Current Strengths:</u></p> <ul style="list-style-type: none"> ● Weekly collaborative time ● Strong culture of collaboration ● Dedicated time for programme of inquiry ● Teachers already consider differentiation in day to day work <p><u>Gaps and Solutions:</u></p> <ul style="list-style-type: none"> ● Use of standardized planner: PYP coordinator created planner to allow for standardized system ● Teachers struggle to find time for planning differentiation: Committed time embedded in CTM schedules | |

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| | | <ul style="list-style-type: none"> Focus is often on support rather than extension: focused PD around how to engage all students |
| Academic research studies and shared practice | <p>What examples shared from other schools might inform the school's approach or activities?</p> <p>How might research inform the school's approach or activities?</p> <p><i>Consider identifying published or unpublished research studies or examples from other schools to inform the school's process.</i></p> <p><i>Consider connecting with other schools in conferences or through remote opportunities.</i></p> <p><i>Consider the examples in the Learning stories.</i></p> | <ul style="list-style-type: none"> IB PYP: From principles into practice (Assessment, Learning & teaching, The learner). SPACES Edu portfolio training to show growth in assessment Potential workshop with Tonya Gilchrist (funding dependent) Toddle and IB Exchange exemplars on PYP differentiation and reflection (choice boards, tiered tasks). ISTE 2021 choice-board session notes (adapting tech-supported choice without overload). PYP: Monitoring & Evaluating Inquiry-Based Teaching Strategies from IB Exchange Local shared practice: connect with Strathcona-Tweedsmuir about planner conventions and evidence capture. Potential IB PD resources: <ul style="list-style-type: none"> PYP: Collaborative Planning Series (IB Exchange) Nano Learning: Planning For Practice (25 minutes) Nano Learning: Collaborative Planning (20 mins) Working with AI AI Presentation from Remy Differentiating with AI Student reflection tool Teacher reflection tool Nano Learning: Knowing Our Learners (25 mins) Removing Barriers to Learning (12 minutes) |
| Theory of change | <p>How will the activities lead to the change the school wants to create for students?</p> <p><i>Some schools may be ready to consider creating a logic model or theory of change to show how the activities will lead to the impact sought. This is a fairly advanced exercise, and this suggestion is</i></p> | <p>See appendix</p> <p>IF teachers embed reflection and planned differentiation in every PYP unit plan then they will empower students to own their learning, make informed choices, embrace a growth mindset, and engage at their "just right" level so that students</p> |

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| | <i>for schools looking to advance their programme development planning capabilities.</i> | experience clearer goals, better-matched support/extension, and improved conceptual understanding and agency across all units within one year . |
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Implementation

Complete this implementation section as you plan the activities and during the process if you adapt and modify the planned activities

| Implementation | | |
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| | Guiding questions and prompts | School response |
| Activities | <p>What activities will lead to the outcome? (Who will do what? By when?)</p> <p><i>The school will need to develop a clear and detailed plan with identified milestones to achieve the goal that reflects the resources and capacity of the school. The school may have multiple workstreams with many participants engaged in a number of activities. Record only the major activities here.</i></p> <p><i>Check that the activities in the plan are connected to the selected practices.</i></p> <p><i>Include all the relevant members of the school community in planning and implementing the activities.</i></p> <p><i>Set up structures that encourage learning and adaptation.</i></p> <p><i>Adapt the plan and the activities as needed, based on interim data or feedback from stakeholders.</i></p> | <p><u>September:</u></p> <ul style="list-style-type: none">• School wide collaborative PD on differentiation with embedded time to work through a unit• Finalize and launch standardized planner• Schedule teacher meetings and discuss initial units of inquiry• Create CTM schedules allowing for three planned focuses on differentiation PD• Submit grant proposal for Tonya Gilchrist <p><u>November-December:</u></p> <ul style="list-style-type: none">• Learning walks with rapid feedback on differentiation• Collection of student exemplars• Staff reflection on progress <p><u>March-April</u></p> <ul style="list-style-type: none">• Learning walks with rapid feedback on differentiation• Collection of student exemplars• Staff reflection on progress• Gallery walk of strong planners and reflection excerpts <p><u>June</u></p> <ul style="list-style-type: none">• Update planners based on feedback• Staff reflection |

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| | | <p><u>Throughout:</u></p> <ul style="list-style-type: none">• Monthly collaboration coaching meetings with PYP coordinator• CTM meetings focused on goal• Classroom discussions focused on culture of differentiation• Teachers provide and students suggest options for demonstrating and accessing knowledge |
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Reflection

Complete this reflection section periodically and at the conclusion of the programme development activities

| Reflection | | |
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| | Guiding questions and prompts | School response |
| IB practices | Indicate if there were any changes to the practices selected and explain why different practices were selected. | |
| Analysis of data and evidence of impact | <p>Did the work positively impact the student learning experience? How do you know?</p> <p>What did the data or evidence show was the impact on students?</p> <p>Analyse the data to determine what the impact was on the student experience.</p> <p>Establish a structure or protocol with shared expectations to encourage candid sharing.</p> <p>Ensure that time is set aside to engage in meaningful analysis and reflection.</p> <p>Ensure that all relevant stakeholders participate in the reflection process.</p> | |
| Activities | <p>What were the major activities undertaken to achieve the outcome?</p> <p>Reflect on the planned activities. Did the activities occur as planned? Were they modified or were different activities substituted for what was planned? Why were the changes, if any, needed?</p> <p>Who participated in the activities? Were there some people or roles that were especially critical to success? Were there people or roles that were missing?</p> | |
| Examples of impact | Identify 1–3 examples that evidence the impact on students (for example, documents, photographs, short audio or video files). | |

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| | <p><i>Share these examples with the school community during the reflection to celebrate success and to learn for future programme development initiatives.</i></p> <p><i>If the school selects this plan to share with the IB during programme evaluation, these examples can be shared in meetings discussing the impact of programme development.</i></p> | |
| <p>Additional considerations for reflection</p> <p><i>Schools are encouraged to reflect on this area, but it is not required.</i></p> | | |
| Academic research studies and shared practice | <p>Were there additional examples or research that informed the approach or activities?</p> <p><i>Did the school connect with other schools or find examples that informed the work? Describe what the school used.</i></p> | |

Understanding and application

Complete this understanding and application section at the conclusion of the programme development activities

| Understanding and application | | |
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| | Guiding questions and prompts | School response |
| Summary | <p>What did the school learn from engaging in this programme development effort?</p> <p>What factors led to this effort having, or not having, an impact?</p> <p><i>What can be learned from the changes that were made to the plan?</i></p> <p><i>What can make the process easier or more effective next time?</i></p> <p><i>What made it work or not work well?</i></p> <p><i>Ensure that all relevant stakeholders participate in the reflection process to consider the impact on students.</i></p> | |
| Further or future considerations | <p>What was learned about the school's programme development process from this reflection?</p> <p><i>How can the lessons be noted and intentionally applied to future programme development plans?</i></p> <p><i>Here, record the transferable learning about the process.</i></p> | |
| Next priorities (areas of focus for future programme development plans) | <p>What areas of the programme will the school now prioritize for development? Why?</p> <p><i>What could be the focus of the school's next programme development plan?</i></p> <p><i>Does the focus chosen for this programme development plan need further development?</i></p> <p><i>Is the school ready to choose a new focus for the next programme development plan?</i></p> | |

Appendix: Theory of Change Model

1. Long-Term Goal / Impact (One-Year Focus)

By June 2026, students will identify their learning needs, select strategies that work best for them, and engage in learning that matches their strengths, while teachers support them in creating a culture of differentiation in using a standardized planner and reflections.

2. Backwards Mapping

Prerequisites to success:

- Creation of useful and consistent planner document
- Protected meeting time for planning and reflection
- Audit and feedback routines (meetings, walkthroughs)
- Appropriate professional development
- Clear deadlines and expectations
- Understanding of what constitutes good practice in review and differentiation

3. Articulate Assumptions

- Time & focus: Teams have scheduled collaboration time and use it appropriately
- Simplicity: Planner and tools are easy to use (low admin burden).
- Capability: Staff can design/evidence differentiation and quick concept probes with light support.
- Follow-through: Meetings/learning walks give actionable feedback quickly.
- Investment: teachers and students are willing to engage in self selecting and providing options

4. Design Interventions / Activities (what we'll do), Timeline

ACTIVITIES:

- Create and share planner with must fill fields
- Whole team PD on differentiation with time to work collaboratively
- Teachers self-schedule CTM meetings focused on differentiation
- Teachers self-schedule CTM meetings focused on reflection
- Learning walks with rapid feedback
- Short monthly meetings to discuss reflection and use of planner
- Exemplar bank of high quality planners, reflections, samples, etc.

TIMELINE:

September:

- School wide collaborative PD on differentiation with embedded time to work through a unit
- Finalize and launch standardized planner
- Schedule teacher meetings and discuss initial units of inquiry
- Create CTM schedules allowing for three planned focuses on differentiation PD
- Submit grant proposal for Tonya Gilchrist

November-December:

- Learning walks with rapid feedback on differentiation
- Collection of student exemplars
- Staff reflection on progress

March-April

- Learning walks with rapid feedback on differentiation
- Collection of student exemplars
- Staff reflection on progress
- Gallery walk of strong planners and reflection excerpts

June

- Update planners based on feedback
- Staff reflection

Throughout:

- Monthly collaboration coaching meetings with PYP coordinator
- CTM meetings focused on goal
- Classroom discussions focused on culture of differentiation
- Teachers provide and students suggest options for demonstrating and accessing knowledge

5. Establish Indicators / Resources

- Planner audits in monthly IB meetings
- Observation notes/learning walks
- Evidence of student choice in assessments, inquiries, or assignments
- Question on student survey: *"I get chances to decide the best ways for me to learn and share my learning."* (agree/strongly agree $\geq 70\%$)
- [Track data via spreadsheet](#)

RESOURCES:

- Coordinator time: scheduled
- Team release: weekly for CTM (Friday afternoon, one hour)
- Coaching: monthly 1-1 meetings
- Tech/Admin: Shared drive, shared templates for planning
- People: pyp coordinator, division teams, IEL team, head of school
- Time: CTM meetings and monthly IB meetings
- Tools: Planner template, [audit checklist](#), differentiation resources, exemplar repository

RISK/MITIGATION:

- Time squeeze: Lock collaboration time, keep meetings focused, embed as much information as possible into plan template to avoid having to search for requirements
- Tool overload: Centralize all information in shared drive and eliminate non-essentials
- Uneven uptake: Celebrate exemplars, focus on coaching
- Staff changes: Introductory meeting with PYP coordinator

6. Narrative and Visual Map

- **Narrative (plain-language story)**

- IF teachers embed reflection and planned differentiation in every PYP unit plan then they will empower students to own their learning, make informed choices, embrace a growth mindset, and engage at their “just right” levels so that students experience clearer goals, better-matched support/extension, and improved conceptual understanding and agency across all units within one year.

| Inputs | Activities | Outputs | Outcomes | Impact |
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| Professional learning on ATL skills | Implement ATL skills across grades | Students take ownership of their learning | Increased student agency and goal-setting | All students are prepared as active, lifelong learners |
| Cultural competency training | Provide PD on cultural competency | Teachers are culturally responsive | Transient and diverse students are more engaged | Equitable academic outcomes for all students |
| Emotional well-being resources | Introduce well-being programs for students | More students feel supported emotionally | Improved social and emotional health for all students | Students thrive socially, emotionally, and physically |
| Data collection systems | Regular assessments and surveys | Consistent data on student well-being | Teachers can make timely interventions | Reliable, consistent educational standards at OLA |
| Community engagement in curriculum | Involve parents and community in development | Curriculum is more relevant to diverse students | Enhanced student engagement and participation | Global citizens ready to navigate a diverse world |

Programme development plan template

Planning

Complete this planning section at the start of the programme development planning process

Implementation

Complete this implementation section as you plan the activities and during the process if you adapt and modify the planned activities

Reflection

Complete this reflection section periodically and at the conclusion of the programme development activities

Understanding and application

Complete this understanding and application section at the conclusion of the programme development activities

Appendix: Theory of Change Model