

Prerequisites

Participants should have at least two years of experience with the IPC.

Pre-course Preparation

Please bring with you:

- A copy of the new 2nd edition IPC Self-Review Process document.
- A copy of the 2nd edition Accreditation for Schools Manual.

Workshop Outline

During this one day practical workshop you will have the chance to have an in-depth study of the 2nd edition of the IPC Self-Review Process document to reflect on the progress that your school has made in implementing and embedding the IPC so far, and to help you plan your next steps for development, which can lead to accreditation.

Friday, 31 July 2015

Session 1

We will begin the morning by looking at the 2nd edition IPC Self-Review document itself. What are the 'Bottom Line Nine', the nine key criteria which can help to develop the IPC curriculum in your school? How can we start to think about whether your school is Beginning, Developing or Mastering in any of these areas? How might you share this process with the staff in your school, and use it to guide your whole school development planning?

By the end of this session you will:

- Know the principles and processes of the self-review.
- Have developed an understanding of the 'Bottom Line Nine', the nine key criteria of the IPC Self-Review Process.
- Be able to share the different areas of the IPC Self-Review Process with the rest of your staff.

Session 2

This session will focus on the practicalities of the 2nd edition IPC Self-Review – whether you want to follow the route of IPC Accreditation, or are using the self-review for your own whole-school development, we will look at ways in which schools have collected and presented evidence, and the hypotheses and questions posed off the back of this. We will look at examples from schools that have gone through the IPC Accreditation process at mastering level.

By the end of this session you will:

- Be able to identify the types of evidence that schools use to support their judgements at Mastering level.
- Be able to recognise evidence that would be useful for your self-review.
- Have developed your understanding of the types of hypotheses and questions that members of the accreditation team might pose when considering your evidence.

Session 3

This final session will be used for your own action planning. We will start with looking at the 'nuts and bolts' of the Accreditation Process. You will get the chance to ask questions about how the process works and then reflect on your own school. We will be asking you to choose one of the nine areas of the 2nd edition Self-Review Process and consider which level your school is working at – Beginning, Developing or Mastering, and the evidence you have to support this judgement. We will finish today by ensuring that you have a plan of action to take back to your school and are confident in sharing the IPC Self-Review Process with colleagues at your school.

By the end of this session you will:

- Know the practical aspects of undertaking the IPC Accreditation Process.
- Know which area of the self-review you will focus on when you return to your school to help improve learning.
- Be able to create an action plan to take back to your school.
- Have developed your understanding of how this process can be developed across the Bottom Line Nine, the nine key criteria of the IPC Self-Review Process.