IB Professional Development

Developing leaders in international education

IB Africa, Europe, Middle East Annual Regional Conference The Hague 2013

Anthony Tait: Global PD Director
Liza Tercero: Global Head of PD: DP
Bukky Okunnuga Otono: Global PD Associate Manager: DP
Mission
To provide excellent service, enabling an ever-expanding number of schools to benefit fully from IB programmes

Vision

Quality
Based on quality assurance models that demonstrate high quality throughout our services and schools

Satisfaction
A school-focused approach that achieves year-on-year improvements in school satisfaction

Scalability
So that growth becomes an opportunity to expand the community rather than a constant challenge.

Consistency
Based on the best of existing international practice, more innovation and new global systems
## Global solution to PD consistency and quality

### Past

Four different approaches

### Present

Unified global approach

- Workshop architecture
- Face-to-face workshop development
- Workshop leader training development
- Online evaluations
- PD provider contract design
- Online PD development and delivery
- IB educator certificates
- Quality assurance framework (QAF)
Three regions serving schools worldwide

4,479 programmes in 3,591 IB World Schools

IB AMERICAS
2,523 programmes
2,142 schools

IB AFRICA, EUROPE, MIDDLE EAST
1,144 programmes
873 schools

IB ASIA PACIFIC
812 programmes
576 schools
Concentrations of IB World Schools

1. United States
2. Canada
3. United Kingdom
4. Australia
5. India
6. Mexico
7. China
8. Spain
9. Ecuador
10. Germany
PD workshops held globally from Jan-Jun 2012
Collaborative planning and reflection address the requirements of the programme(s).
Professional development workshop categories

**Category 1**

Teachers who are new to an IB programme will:

• Receive a general introduction to IB philosophy and programme

• Understand the structure of the programme (including assessment procedures)

• Create drafts or refine and improve course outlines/designs and application

• Be prepared to begin teaching the programme upon completion of the workshop
Category 2

Teachers who have attended a category 1 workshop and currently teach in an IB programme will:

• Share best practices, teaching and learning methodologies and resources

• Explore IB assessment in more depth

• Enhance the quality of pedagogy and international mindedness
Professional development workshop categories

Category 3

These workshops shift from implementation and programme delivery to impact and influence and provide a forum for experienced educators to build on and enhance their professional development portfolios. Participants will:
• engage in in-depth investigation into specific areas of interest and expertise

• engage in detailed discussions around topics such as learning theory, pedagogy, assessment, and other scholarly interests, subject-specific seminars (i.e., changes to the IB curriculum), subject-specific content, administrative leadership, and pedagogical leadership
Mature IB World Schools require advanced PD

- Cat 3 examples:
  - content: math
  - pedagogy
  - assessment
  - student learning

- Online PD growth
- Blended models

Category 3: new offerings

PAST

Category 3

Category 1 & 2

FUTURE

Category 3

Category 1 & 2
Professional development catalogue

<table>
<thead>
<tr>
<th>Category</th>
<th>Workshops</th>
<th>Cost</th>
</tr>
</thead>
<tbody>
<tr>
<td>Face to face category 3</td>
<td>140</td>
<td>175</td>
</tr>
<tr>
<td>Online category 3</td>
<td>35</td>
<td></td>
</tr>
</tbody>
</table>
175 Category 3 workshops

- Teachers as *researchers*
- Designing authentic *assessments* for 21st century learners
- Education for *international mindedness*
- **Backward mapping** the IB curriculum from the DP to the MYP
- *Subject specific seminars*
January 2010 – January 2012

Quality Assurance for Professional development
Growth in professional development

![Bar chart showing growth in professional development from 2009 to 2013. The chart includes categories for Online, Onsite, Outsourced, and Regional training.](chart-image)
Global & regional PD collaboration

Global & Regional

- Global
- Regional

MATERIALS
LEADER TRAINING
ARCHITECTURE
PD QA
PLANNING
PREPARATION
ONSITE LOGISTICS
PD quality assurance: **Instruments**

1. Participant surveys (2)
2. Field rep instrument
3. WSL self-evaluation
4. Session observer instrument
PD QA: Participant baseline survey

Survey design
1. Participant information
2. Logistics and format
3. Leader evaluation
4. Content
5. Activities
6. Emphasis
7. Overall appraisal
### Participant Profile

- **From 180 countries**
- **71.1% female**
- **Average age 40.62 years**
- **45.9% Master’s degree**
- **60.1% return attendees**
- **86.6% English**
  - **10.3% in Spanish**
  - **3.1% in French**

### Participants by workshop type

- **17,779** Regional
- **16,124** In School
- **15,262** Outsourced
- **6,280** Online
- **3,023** District

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**62,000+ Workshop participants**
QAF: High satisfaction with PD

Key drivers of quality
- Variety of teaching and learning strategies
- Programme philosophy
- Programme implementation
- Practical application of theory

Percent of survey responses in the top 3 of 6 ratings

Research partners
Thomas Guskey
Australian Council for Educational Research
American Institute of Research
PD quality assurance

Participant Follow-up Survey


### PD quality assurance: Participant follow-up survey

<table>
<thead>
<tr>
<th>Specify the degree to which you agree or disagree with the following…</th>
<th>Overall</th>
<th>PYP</th>
<th>MYP</th>
<th>DP</th>
<th>IBA</th>
<th>IBAEM</th>
<th>ABAP</th>
</tr>
</thead>
<tbody>
<tr>
<td>I have successfully used resources discussed/shared at the workshop</td>
<td>90.8%</td>
<td>91.9%</td>
<td>87.4%</td>
<td>92.1%</td>
<td>90.5%</td>
<td>91.1%</td>
<td>91.4%</td>
</tr>
<tr>
<td>I have successfully used classroom practices discussed/shared at the workshop</td>
<td>91.3%</td>
<td>93.4%</td>
<td>89.1%</td>
<td>91.1%</td>
<td>91.3%</td>
<td>90.2%</td>
<td>92.2%</td>
</tr>
<tr>
<td>Attending the workshop helped me to improve my teaching</td>
<td>90.5%</td>
<td>91.7%</td>
<td>87.6%</td>
<td>91.4%</td>
<td>89.6%</td>
<td>90.6%</td>
<td>92.5%</td>
</tr>
<tr>
<td>Attending the workshop helped me to improve the coordination of the IB programme in my school</td>
<td>92.3%</td>
<td>90.4%</td>
<td>89.9%</td>
<td>94.6%</td>
<td>92.9%</td>
<td>92.2%</td>
<td>90.9%</td>
</tr>
<tr>
<td>There is an active professional development/learning community in my school.</td>
<td>91.9%</td>
<td>94.2%</td>
<td>91.4%</td>
<td>90.2%</td>
<td>91.8%</td>
<td>90.8%</td>
<td>92.9%</td>
</tr>
<tr>
<td>IB does enough to encourage and support the professional development/learning community in your school.</td>
<td>85.4%</td>
<td>87.9%</td>
<td>82.3%</td>
<td>85.1%</td>
<td>84.7%</td>
<td>85.0%</td>
<td>87.2%</td>
</tr>
</tbody>
</table>
Future PD interests: Participant baseline data

- Language: 34%
- Planning and curriculum development: 16%
- Teaching practices and practical application: 12%
- Assessment: 38%
QA data informs all schools division services

- Improvements to existing PD
- Research projects and initiatives
- Workshop session guidelines
- Workshop leader training
- Regional initiatives
- School services policies and procedures
- New PD products and services
PYP category 3 workshops

3- to 5-year-olds
Beyond Symbolism—Indigenous ways of knowing
Concept-based learning
Creating inclusive classrooms: Access for all students in the PYP (Special Needs)
Encouraging children’s creative instincts in the classroom
The exhibition
Inquiry
The learning environment and inquiry
Personal, social, and physical education—well-being
Play-based learning
Reading and writing through inquiry

The role of arts
The role of the coordinator
The role of information and communication technology (ICT)
The role of language
The role of mathematics
The role of physical education
The role of science & social studies
Science throughout the Programme of Inquiry
Science Discoveries: Exciting ways to weave science into the programme of inquiry
Sustainability as international-mindedness
Teachers as researchers: From planning to publication
Transdisciplinary Learning
MYP category 3 workshops

- Action in the MYP
- Creating inclusive classrooms: Access for all students in the MYP (Special Needs)
- Dynamics of authentic assessments for 21st century learners
- Designing authentic assessments for the 21st century learner
- Differentiating authentic assessments for 21st century learners
- Evaluating your MYP
- From library to MYP media hub: The central role of librarians in supporting student inquiry
- Global contexts for teaching and learning
- Inquiry in the MYP
- Integration of MYP technology
- Interdisciplinary teaching and learning in the MYP
- Interdisciplinary teaching and learning in the MYP at the American Museum of Natural History
- Managing Assessment in the MYP
- Optimizing the stand-alone MYP
- Paving the way for MYP success
- Pedagogical leadership
- Personal project
DP category 3 workshops

Biology: A focus on internal assessment
Chemistry: A focus on internal assessment
Chemistry: The role of inquiry-based learning
Core Assessment: Roadmap for improving student performance in TOK, CAS and EE
Creating Inclusive Classrooms: Access for all students in the DP (Special Needs)
Developing a culture of thinking and assessment for understanding
Environmental systems and societies: Incorporating fieldwork
Evaluating your DP
Geography: Teaching and learning to support HL paper 3
IB visual arts: Promoting the use of emerging media
ICT to support practical work in biology and chemistry
Insights, inspirations and resources
Interdisciplinarity and the world studies extended essay
DP category 3 workshops, continued

ITGS: Incorporating web 2.0, developing thinking and writing skills for external assessment, managing the project
Language A: Exploring literature in translation
Language A Literature: Teaching poetry for enjoyment and assessment
Language B in Spanish: Building thematic units
Managing the extended essay
Maths SL & HL: A focus on internal assessment
Navigating school-supported self-taught literature
Physics: Promoting the use of ICT
The role of the supervisor in extended essay
Successfully navigating university recognition
A theoretical and practical approach to developing links between TOK and CAS
TOK for subject teachers (In-school workshop)
TOK integration across the subjects
Continuum category 3 workshops

Backward mapping the IB curriculum from the DP to the MYP
Common Sense: IB and the Common Core
Creating inclusive classrooms: Access for all students in the PYP/ MYP/DP (Special Needs)
Education for international-mindedness
EF Tours—Inquiry into Germany and Prague
EF Tours—Inquiry into Peru
Governance: Introduction to the IB for school owners and board members

Inquiry and the librarian across the three programmes
Lead the way: How to develop and sustain IB programmes
Learner Profile
Model United Nations (MUN): Bridging the DP and MYP
Music and inquiry
The power of language to transform school culture: Developing a school language policy
What’s the big deal?
Your district, your IB
Innovation and accessibility – Online PD
The rationale for IB online workshops

- Accessibility
- Scalability
- Consistency of experience
- Promotion of a global intercultural collaboration
- Cost effectiveness for schools
- Greater opportunity for reflection on practice
- Increased choice
- Responsive to the needs of stakeholders
Where and when are workshops offered?

- Anywhere Internet access is available
- 24/7 in a password protected online learning environment
- In a scheduled asynchronous format
- Offered at regular intervals throughout the year
Online PD – connecting teachers around the world
Online Participants

- 2013: 7150
- 2012: 6117
- 2011: 4792
- 2010: 3347
- 2009: 2561
- 2008: 1621
Overall, please rate the quality of the online environment.
IB workshops and resources catalogue

catalogue.ibo.org
Where do our participants come from?

5,000 teachers from 135 countries participated in 350 online workshops (2011)
Which IB regions do teachers come from?

- IBAP: 24.91%
- IBA: 38.34%
- IBAEM: 36.55%
More choice in online workshops

**PYP**

**Category 1**
All

**Category 2**
• Collaborative planning
• Pedagogical leadership
• Teaching and learning
• The written curriculum

**Category 3**
• Teachers as researchers
• Inquiry
• Concept-based learning
• Transdisciplinary learning

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**MYP**

**Category 1**
Implementing the Middle Years Programme (for all subject areas)

**Category 2**
Delivering the Middle Years Programme (for all subject areas)

**Category 3**
• Objectives and assessment (English, Spanish and French)
• Assessment recording and reporting (English, Spanish and French)
• Personal project
• Interdisciplinary teaching and learning in the MYP
• Managing assessment in the MYP
More choice in online workshops

DP

- **Group 1** (English A1)
- **Group 3** (Social anthropology, Business and Management, Economics, History, Geography, ITGS, Philosophy, Psychology)
- **Group 4** (Biology, Chemistry, Physics, Design technology)
- **Group 5** (Computer science, Maths)
- **Group 6** (Music, Theatre, Film, Visual Arts)

- TOK
- CAS

Continuum

- Developing a language policy
- Inquiry into the learner profile
- Librarianship

Continuum Continuum
New Spanish online workshops

Category 2

- DP Lengua A: Literatura
- DP Lengua A: Lengua y literatura
  - DP Lengua Ab Initio
- DP Mathematics SL (sp)
- DP Mathematical Studies (sp)
- DP Mathematics HL (sp)
- MYP Humanities (sp)
- MYP Language B (sp)
New French online workshops

Category 2

• DP Langue A: Littérature
• DP Langue A: Langue et
• DP Langue Ab initio
• DP Mathematics SL
• DP Mathematical Studies
• DP Mathematics HL
• MYP Humanities
• MYP Language B
Online PD supports community needs

- “The online workshop benefitted me because it is low in cost, I did not have to go away from home or miss school time, I was able to get the details I needed quickly and I could go back over and restudy repeatedly.”

- The course affirmed my good practices and made me improve on my “grey areas.” It developed my confidence in choosing texts for my syllabus.

- The longer term nature of the workshop allowed for greater consolidation of understanding. Because of the flexibility of timing of online workshops, it allowed me to complete the training before teaching the course.

- As a coordinator at an IB World School, I have found the online training to be extremely beneficial to new teachers to our programme. The teachers leave the online course fully versed in IB unit planning with a unit they have written, taught, and reflected upon.
New products and services

PD subscription package for schools

- E-learning modules
- Podcasts
- Online coaching
- Webinars
- Videos
IB educator certificates

BECOME A LEADER IN INTERNATIONAL EDUCATION

DISCOVER LEADERS IN INTERNATIONAL EDUCATION

DEVELOP LEADERS IN INTERNATIONAL EDUCATION
Underlying principles

• Support effective teaching and learning
• Foster collaboration and collegiality
• Encourage innovation and risk taking
• Promote international mindedness and intercultural understanding
• Facilitate reflection and professional learning
• Develop leadership capacity
Student profile

• Come from over 45 different countries, with the majority of students coming from the United States, Australia and United Kingdom

• Are experienced educators

• Teach in over 50 countries such as Vietnam, South Africa, Russia and Barbados
Entry points certificates in teaching and learning

- Undergraduate (B.Ed)
- Post-graduate initial teacher education (e.g., Master of Arts in Teaching or graduate certificate in Education)
- Master of Arts in Education
- Portfolio offered through ECIS International Teaching Certificate
Framework: IB certificate in teaching and learning

**DOMAINS OF KNOWLEDGE**

A. International education, and the role and philosophy of the IB programmes
B. Curriculum frameworks (Principles, structures and practices)
C. Curriculum and instructional design
D. Curriculum articulation

O. Collaborative working: planning, implementation and evaluation
P. The use of ICT to support the building of communities of practice

**DOMAINS OF KNOWLEDGE**

N. The principles and processes of reflective practice

**Inquiry**

**PRINCIPLES**

- Effective teaching and learning
- Collaboration and collegiality
- Innovation and risk taking
- International-mindedness and cultural understanding

**Action**

**AREAS OF INQUIRY**

- Curriculum processes
- Teaching and learning
- Assessment and learning
- Professional learning

**Reflection**

**DOMAINS OF KNOWLEDGE**

E. Learning theories, strategies and styles
F. Teaching methodologies and the support of learning
G. Differentiated teaching strategies
H. Selection and evaluation of teaching and learning materials

I. The principles of assessment
J. Developing assessment strategies
K. Designing assessment tasks and rubrics
L. Differentiation of assessment
M. Effective feedback
IB recognized courses around the world

**Americas**
- Bethel University, USA
- George Mason University, USA
- Oakland University, USA
- California State University San Marcos, USA
- Royal Roads University, Canada
IB recognized courses around the world

Africa, Europe, Middle East
• Bilkent University, Turkey
• ECIS, UK
• Institute of Education University of London
• Universidad Camilo José Cela, Spain
• University of Bath, UK
• University of Bremen, Germany
• University of Dundee, UK
• University of Durham, UK
• University of Sussex, UK
IB recognized courses around the world

Asia Pacific
• University of Hong Kong, SAR China
• Melbourne University, AUS
• Flinders University, AUS
• Murdoch University, AUS
• Curtin University of Technology, AUS
• Hong Kong Institute of Education
• Fairview International University College Malaysia
IB recognized courses around the world

- Bethel University, USA
- Bilkent University, Turkey
- Bremen University, Germany
- California State University San Marcos, USA
- Curtin University of Technology, AUS
- ECIS, UK
- Flinders University, AUS
- Fairview International University College, Malaysia
- George Mason University, USA
- Hong Kong Institute of Education HK
- Institution of Education University of London
- Melbourne University, AUS
- Murdoch University, AUS
- Oakland University, USA
- Royal Roads University, Canada
- Universidad Camilo José Cela, Spain
- University of Bath, UK
- University of Dundee, UK
- University of Durham, UK
- University of Hong Kong, SAR China
- University of Sussex, UK
Benefits of IB educator certificates

• For educators:
  – A valued credential
  – A competitive advantage in the international school market
  – Access to the rich resources of the IB community
  – Opportunities for collaborating with IB educators at regional conferences and other events

• For IB World Schools:
  – Confidence in hiring individuals who can immediately begin implementing the IB programmes
  – Training dollars can be spent on higher level workshops and lifelong learning opportunities
IB leadership certificates

EMPOWERING LEADERS IN INTERNATIONAL EDUCATION

IB LEADERSHIP CERTIFICATES

Innovate educate create
Rationale: IB leadership framework

• To recognize high quality leadership capabilities in IB World Schools
• To develop leadership capabilities in an IB context that transcend cultural boundaries
• Provide a basis for developing a range of leadership development offerings in the near future
Framework: IB certificate in leadership practice

DOMAINS OF KNOWLEDGE
1. Curriculum design and implementation
2. Instructional design
3. Curriculum articulation and coherence
4. IB Assessment strategy, policy and practice
5. Reporting and feedback
6. Evaluating learning

DOMAINS OF KNOWLEDGE
1. Partnerships, networks and alliances
2. Participation and involvement
3. External relations and communications
4. The legal and political environment
5. School parent relationships

IB World School Authorization

Students and their learning

Professional relationships & behaviours that support learning

Schools as learning focused organizations

Working within the wider IB community to support learning

CONTEXTUAL LEVELS

KEY PROCESSES
- Evaluation
- Innovation
- Improvement
- Sustainability

DOMAINS OF KNOWLEDGE
1. Creating learning communities
2. Professional development planning and policy
3. Developing leadership capacity
4. Team building and deployment
5. Appraisal and performance

DOMAINS OF KNOWLEDGE
1. Philosophy and mission
2. Strategic planning
3. Policy development
4. Organizational structure and roles
5. Culture and ethos
6. Resources and infrastructure

Programme Implementation
IB certificate in teaching and learning for IBCC

Available 2013

New pilot

For vocational and high school teachers

Complements DP
IB leadership certificate pilot programs

Africa, Europe, Middle East
Institute of Education, University of London

Asia Pacific
• Hong Kong Institute of Education
• Flinders University

The Americas
• Oakland University
• California State University San Marcos
• Royal Roads University
PD product development

Academic/programme requests
QA data
Satisfaction survey data
Regional requests
IBEN requests
District requests
EIS projects

Global Professional Development Pipeline

Face to face workshops
Online workshops
Blended workshops
IB educator certificates
IBEN upskilling
New PD products
Category 3 proposal process

• Commissioned workshops
• Proposals
  – Two-part process
  – Reviewed by Global Heads of PD
New product overview

- Product Launch
- Quality Assurance feedback
- Evaluation
- Customer needs assessment/competitive analysis
- New GPD product or service
- Development
- Piloting
Professional development

Flexible
Inquiry-based

Grounded in research

Concept-based
Backwards by design

Action oriented

Worldwide professional learning communities
Creative opportunities for experienced workshop leaders

Locations of workshop developers
Workshop developer course

A facilitated online blended course for current or prospective IB PD workshop developers

- Participants refine a draft Workshop Development Proposal into a fully developed workshop plan
- The course supports with the development of activities/assignments, assessment strategies, schedule, etc.
Upskilling workshops

*Individual* = counting each version and language separately.
Number of workshop leaders up-skilled

<table>
<thead>
<tr>
<th>Year</th>
<th>WSL up-skilled</th>
</tr>
</thead>
<tbody>
<tr>
<td>2010</td>
<td>162</td>
</tr>
<tr>
<td>2011</td>
<td>65</td>
</tr>
<tr>
<td>2012</td>
<td>344</td>
</tr>
<tr>
<td>2013</td>
<td>1500</td>
</tr>
</tbody>
</table>
TOK upskilling in Moodle

TOK WSL Upskilling (1)

The workshop will guide participants through the new curriculum guide, highlighting important changes and providing the rationale for those changes. It will offer assistance in interpreting and understanding the significance of those changes and enable participants to begin to develop workshops to train teachers on the new curriculum.

Module 1 - Introduction to the Workshop

Welcome to the Theory of Knowledge Workshop Leader’s Training for the new TOK Curriculum.

Let’s start by getting to know each other in the forum below post an introduction.

Let’s meet our Learning Community

Now read about the structure of the workshop. Then open the book to access the resources and activities for this module. If you have any questions or concerns, raise them in the Discussion Forum.

Structure of the workshop

Module 1 - Introduction to the Workshop

Discussion Forum for Module 1

Participants

Recent posts

4/10/12 Religious and Indigenous Knowledge Systems
I am currently teaching in the middle more...

4/10/12 ideas for a lesson
Glo—did you post this in the lesson more...
Blended Academy pilot

- Web Ex
- Moodle
- f2f
- Moodle
- Web Ex

4 weeks
3 weeks
The Primary Years Programme (PYP) Academy - Miami

This is your online space for all the activities and learning you will do outside of the 3 face to face days of the PYP Academy. Your facilitators are here to guide you through the process.

Module 1 - Webinar and Introduction

Welcome!

- Academy Introduction
- Who we are
- Reflections on ice breakers
- Essential Agreements Wiki
- Adult Learners
- Adult Learners Forum
- Implications for workshop leaders blog

Module 2 - Global Workshop Architecture

Module 3 - Standards, practices, requirements

Module 4 - The authorization process

Participants

- 4/10/12 Introductions ice-breaker
- Allie, I am also a 5th grade PYP more...

Recent posts

- 4/10/12 Introductions ice-breaker
- Lindsay and Lisa, I have also received my more...

Calendar
This journal provides a forum for an exchange of ideas focused on teaching and learning practice that will be of interest to practitioners in International Baccalaureate schools and beyond. The journal is based on the premise that teacher research is one of the most powerful forms of professional development that can have a positive impact on student performance.

Announcements

We are now accepting submissions!

The IB Journal of Teaching Practice invites all educators to submit their research for consideration in our publication. We welcome research that:

- has a clear applicability to the IB programmes
- addresses a relevant issue in classroom practice or organization
- supports and describes collaborative learning
Other professional development initiatives

- Professional Development Framework and roadmap for projects
- MYP Next Chapter project
- Malaysia Project
- Gates
- API grant
- Opening classroom doors
“Opening classroom doors” videos

- Multimedia resource in three languages (English, French and Spanish)
- Shows written, taught, assessed curriculum
- 30 videos
- Hundreds of related resources
  - Unit plans
  - Student samples
  - Teacher assignments
  - Lesson plans

professionaldevelopment.ibo.org/
Inside IB classrooms

• 21 video clips of IB teachers and students
Working with the best

nfer

HESA

AMERICAN INSTITUTES FOR RESEARCH®

ACER

Australian Council for Educational Research

The Hong Kong Institute of Education

TEACHERS COLLEGE
COLUMBIA UNIVERSITY

epic

CEM
Centre for Evaluation & Monitoring
One hour of graduate credit granted for attendance at an IB workshops in MYP, PYP and DP in all 3 categories.

- Registration is required prior to workshop
- Tuition is charged
- An additional assignment is required
Nurturing IB educators

Upskilling
Career path
Performance management
Rewards program
Professional development

Workshop leaders
Verification visitors
Evaluation visitors
Application readers
Session observers
Field representatives
Workshop developers
University recognition visitors
Online workshop developers and leaders

We depend on IB educators
Thank you

For more information, please visit:

http://ibo.org/events