



IB AFRICA, EUROPE & MIDDLE EAST REGIONAL CONFERENCE 2014

ROME • 16–19 OCTOBER

IB Professional Development *Developing leaders in international education*

Anthony Tait: Global PD Director
Jan Stipek: Global Head of PD: Diploma



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Three regions serving schools worldwide

4,909 programmes in 3,923 IB World Schools

IB AMERICAS
2,792 programmes
2,366 schools



IB ASIA PACIFIC
885 programmes
622 schools

**IB AFRICA,
EUROPE,
MIDDLE EAST**
1,232 programmes
935 schools



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Concentrations of IB World Schools

1. United States
2. Canada
3. Australia
4. United Kingdom
5. India
6. Mexico
7. China
8. Spain
9. Ecuador
10. Germany





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PD workshops held globally Jan-Jun 2014





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Collaboration

Collaborative planning and reflection address the requirements of the programme(s).





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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



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Professional development workshop categories

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



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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

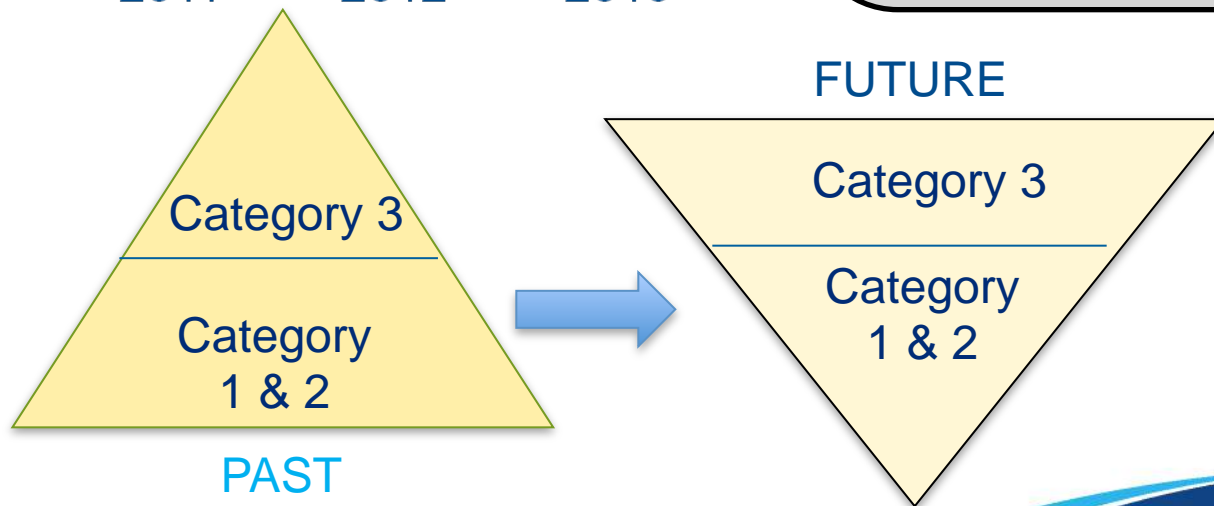


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Mature IB World Schools require advanced PD

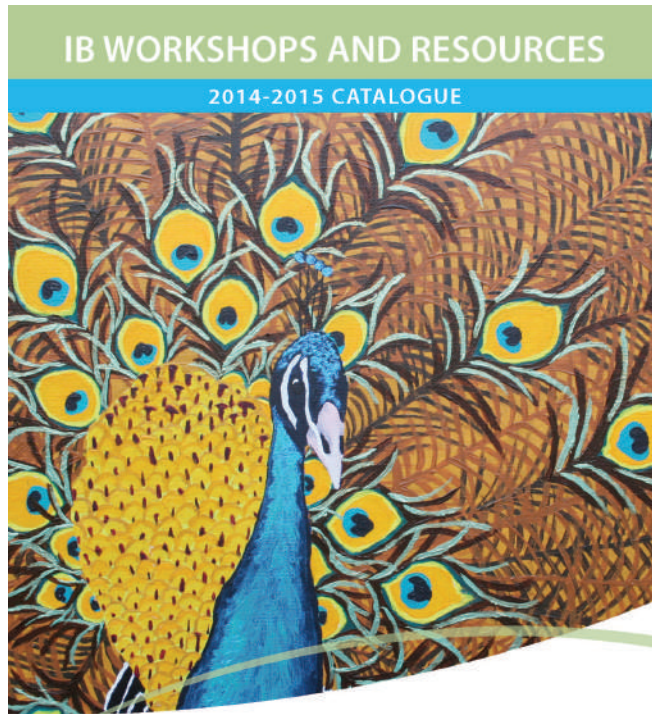


- ❖ Cat 3 examples:
 - content: math
 - pedagogy
 - assessment
 - student learning
- ❖ Online PD growth
- ❖ Blended models





Professional development catalogue



IB PROFESSIONAL DEVELOPMENT
DEVELOPING LEADERS IN INTERNATIONAL EDUCATION



Category 3 workshops	175
Face to face category 3 workshops	140
Online category 3 workshops	35



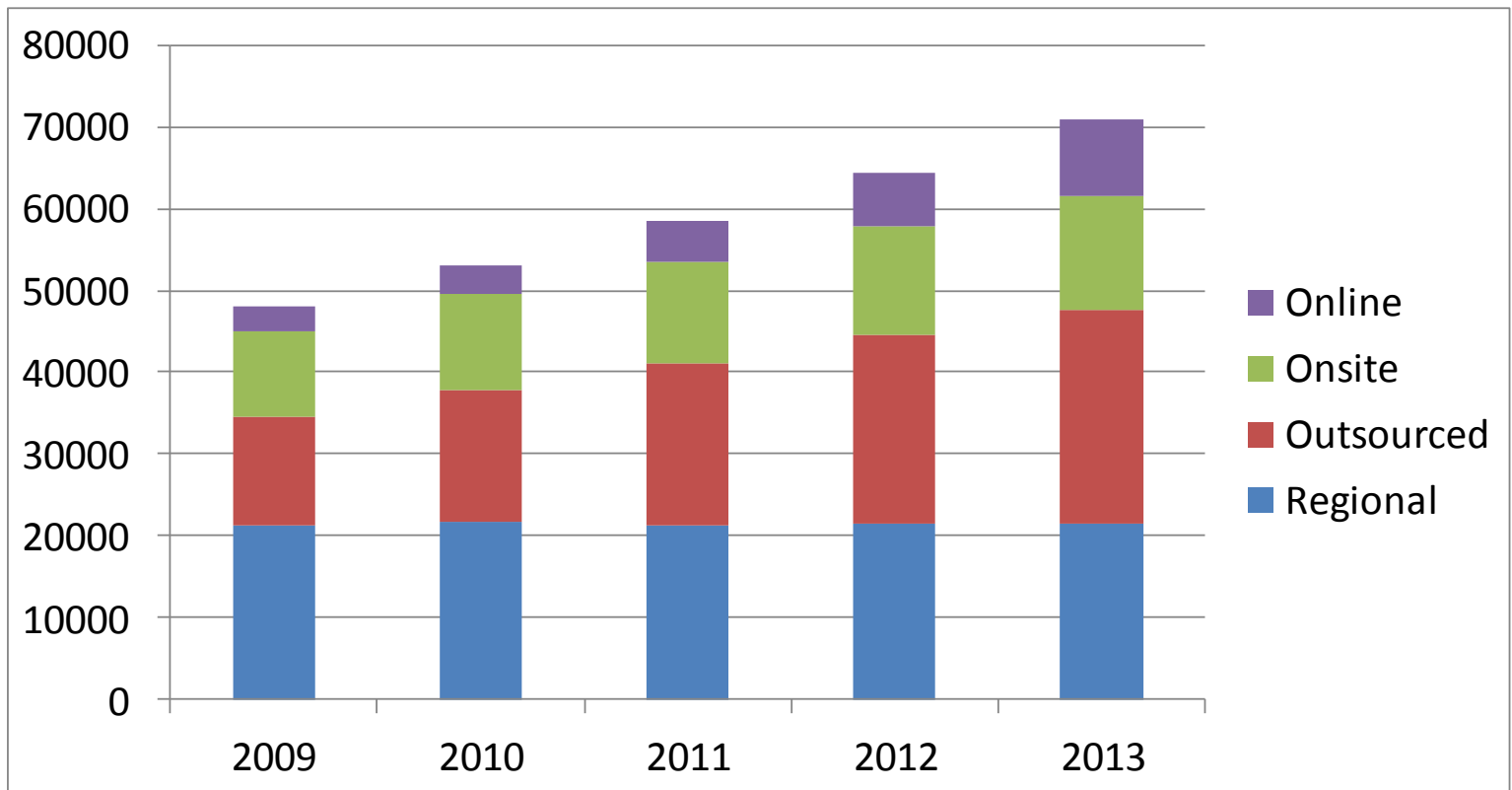
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Quality Assurance for Professional development



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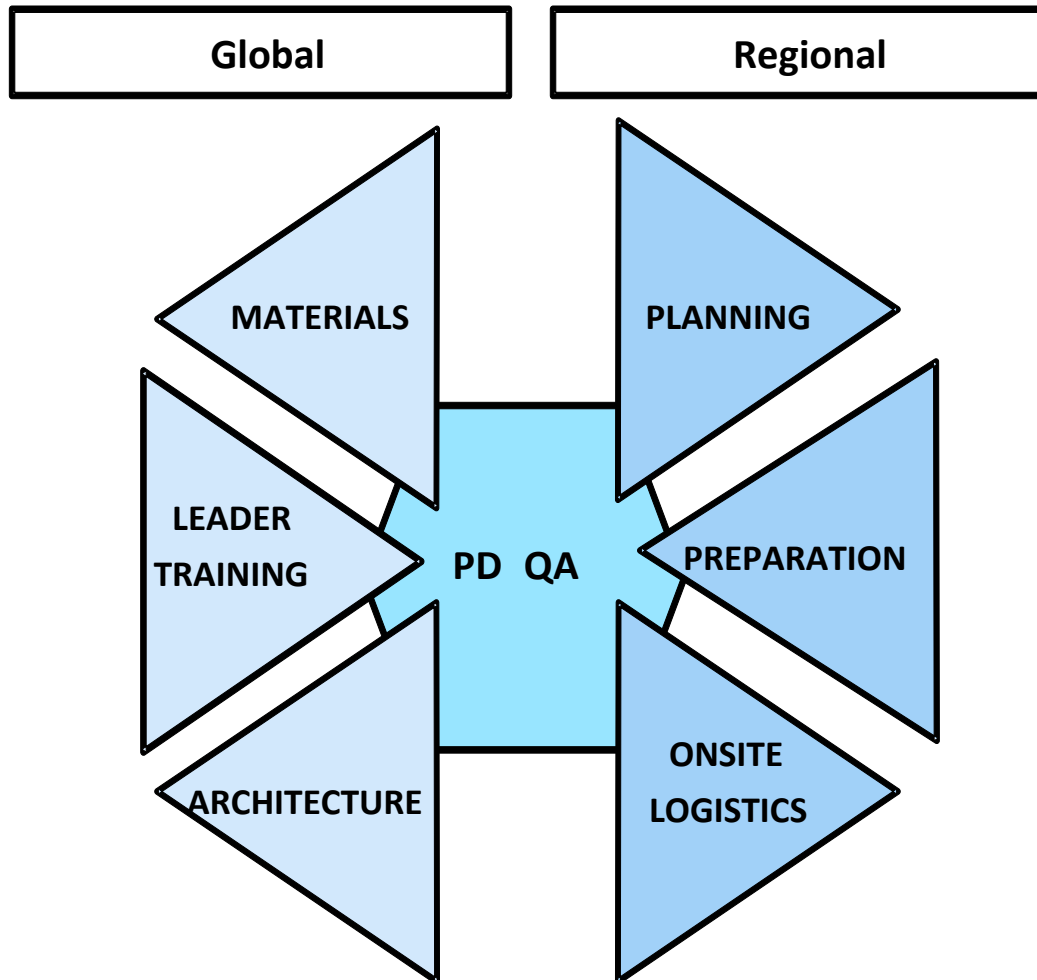
Growth in professional development





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Global & Regional PD collaboration





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PD quality assurance: Instruments

1. Participant surveys (2)
2. Field rep instrument
3. WSL self-evaluation
4. Session observer instrument



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70,000+ Workshop participants

Participant Profile

From 171 countries

70% female

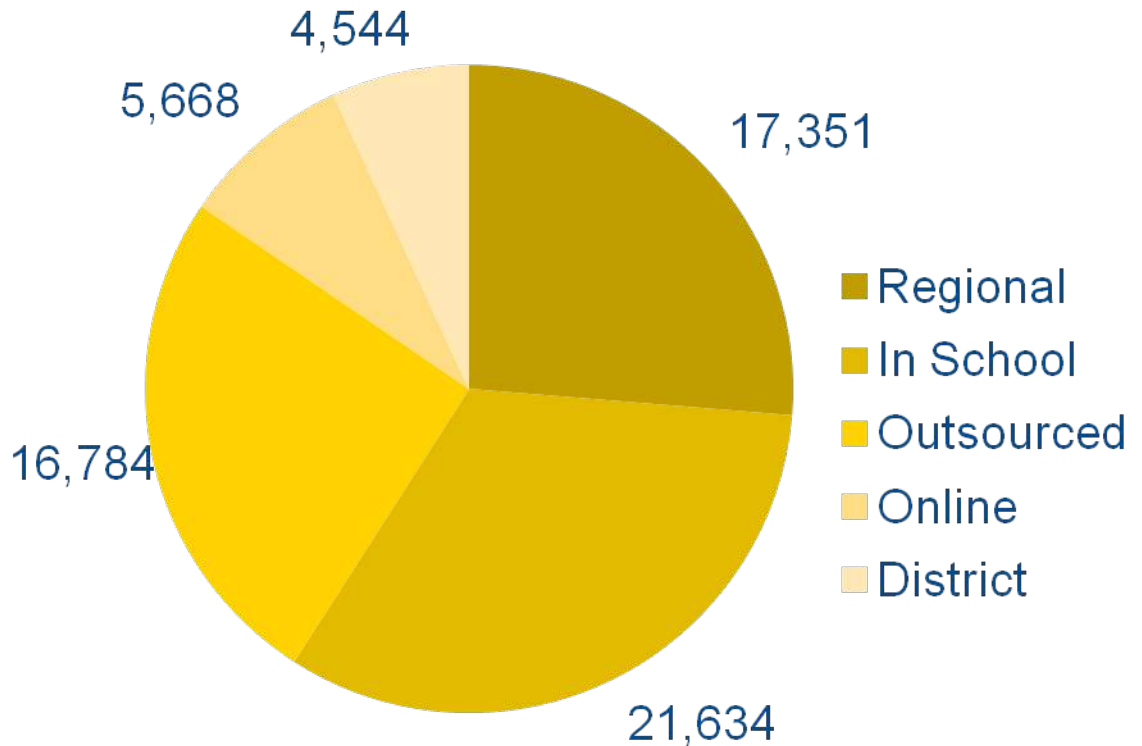
Average age 41.97 years

45.2% Master's degree

66.8% return attendees

83.2% English
13.9% in Spanish
2.8% in French

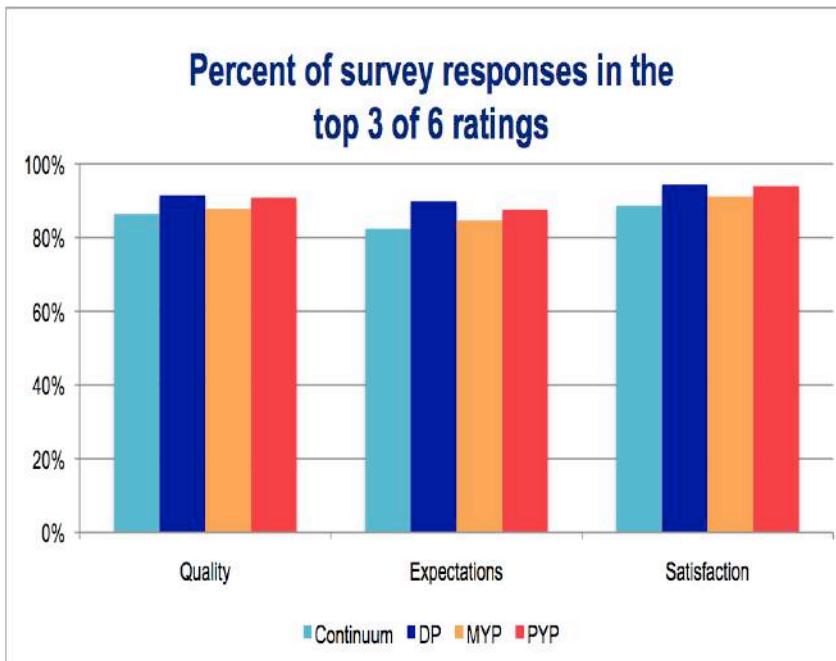
Participants by workshop type





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QAF: High satisfaction with PD



Key drivers of quality

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

Research partners

Thomas Guskey

Australian Council for Educational Research

American Institute of Research



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PD quality assurance

Participant Follow-up Survey



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PD quality assurance: Participant follow-up survey

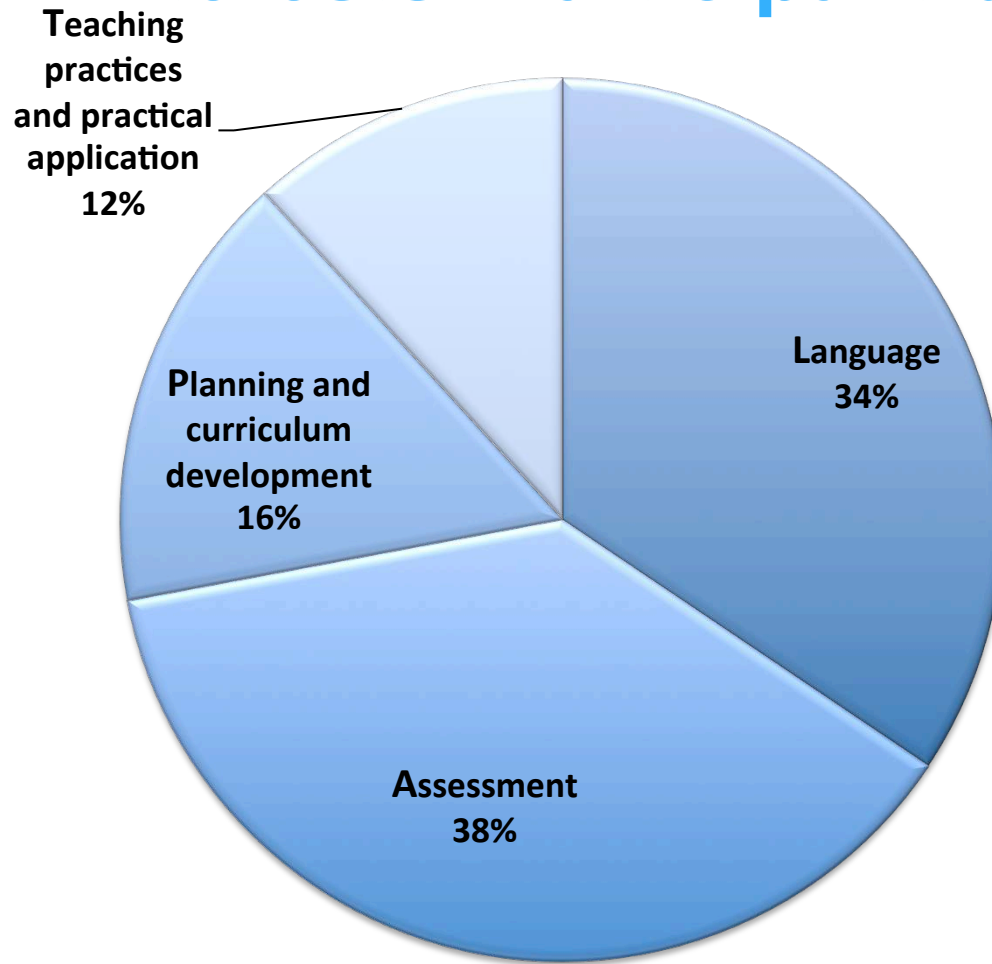
Specify the degree to which you agree or disagree with the following...

	Overall	PYP	MYP	DP	IBA	IBAEM	ABAP
I have successfully used resources discussed/shared at the workshop	90.8%	91.9%	87.4%	92.1%	90.5%	91.1%	91.4%
I have successfully used classroom practices discussed/shared at the workshop	91.3%	93.4%	89.1%	91.1%	91.3%	90.2%	92.2%
Attending the workshop helped me to improve my teaching	90.5%	91.7%	87.6%	91.4%	89.6%	90.6%	92.5%
Attending the workshop helped me to improve the coordination of the IB programme in my school	92.3%	90.4%	89.9%	94.6%	92.9%	92.2%	90.9%
There is an active professional development/learning community in my school.	91.9%	94.2%	91.4%	90.2%	91.8%	90.8%	92.9%
IB does enough to encourage and support the professional development/learning community in your school.	85.4%	87.9%	82.3%	85.1%	84.7%	85.0%	87.2%



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Future PD interests: Participant baseline data





QA data informs all schools division services





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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 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

The role of the coordinator



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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



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DP category 3 workshops (selection only)

- Biology: A focus on internal assessment
- Biology: Incorporating fieldwork
- Chemistry: A focus on internal assessment
- Chemistry: The role of inquiry-based learning
- Physics: A focus on IA
- 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
- Evaluating your DP
- The role of supervisor in Extended essay
- Visual arts: Promoting the use of emerging media
- Insights, inspirations and resources
- Interdisciplinarity and the world studies extended essay
- Language A: Exploring literature in translation
- Language A Literature: Teaching poetry for enjoyment and assessment
- TOK: Helping students write strong essays and assessing their work
- Maths SL & HL: A focus on internal assessment
- ICT in Mathematics
- Theatre: A focus on IA



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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
- 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
- Inquiry and the librarian across the three

Online PD – connecting educators around the world





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Advantages of online IB professional development

- Flexible to suit individuals diverse time commitments
- Accessible regardless of location
- Consistency of experience
- Opportunities for global networking
- Cost effectiveness
- Greater opportunity for reflection on practice
- Wide range of workshops
- Guided by qualified online workshop leaders
- Increasing range of products offered



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What does an online workshop look like?

- Experience our virtual classroom
- Accessible online 24/7
- In a scheduled asynchronous format
- Offered in 7 sessions calendared throughout the year

English | Français | Español

International Baccalaureate
Baccalauréat International
Bachillerato Internacional

Courses > Online workshops > March 2013 > dp_chemistry_c1_en_mar2013 [Turn editing on](#)

Home | Profile | Inbox | My files | My learning portfolio | Help

Chemistry

This workshop sets out to explain the position of Chemistry in the Diploma Programme and the way it is organized. It explains the curriculum model and how basic requirements of the Diploma can be met. The assessment model is examined, along with the requirement of internal assessment. Finally, students are asked to reflect on what they have learned.

Workshop homepage

- Module 1: Chemistry in the Diploma Programme
- Module 2: How DP Chemistry is structured
- Module 3: Internal Assessment Part 1
- Module 4: Internal Assessment Part 2
- Module 5: External

Welcome to your online workshop

- Announcements
- Coffee corner
- Resource library

Participants

Recent posts

17/03/13 Wiki
Hi guys, Thanks for your contributions to the more...



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Interactive multimedia environment

Conclusion & Reflection - Google Chrome
https://onlinepd.ibo.org/pluginfile.php/138783/mod_resource/content/1/page8723.html

Biology Category 1

The IB Philosophy and bringing it alive in the classroom

International Baccalaureate®
Baccalaurat International
Bachillerato Internacional

Conclusion & Reflection


Activity introduction

In this summative activity you will reflect on what the Diploma Model looks like in practice.

Steps:

To successfully complete this activity, please follow these steps:

- Watch the [Experience the Diploma Programme video](#) and reflect on what it means to have an IB education.
- Go to the Module 1 – Activity 5 **conclusion & reflection group blog**
- Share a headline that expresses what you, having completed this module, believe is a significant theme or concept that captures the IB Philosophy and bringing it alive in the classroom. The subject line should contain your name and the words "headline".
- Create a new post in the participant responses to headlines tab on the Module 1 - Activity 1 discussion forum. The subject line should contain your name and the words "response to headline".



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Academic honesty - Google Chrome
https://onlinepd.ibo.org/pluginfile.php/138852/mod_resource/content/1/page9038.html

Design technology Category 1

Design technology within the Diploma Programme

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Academic honesty

The following video summarizes the main aspects of academic honesty in the IB.

Just press play to learn more!



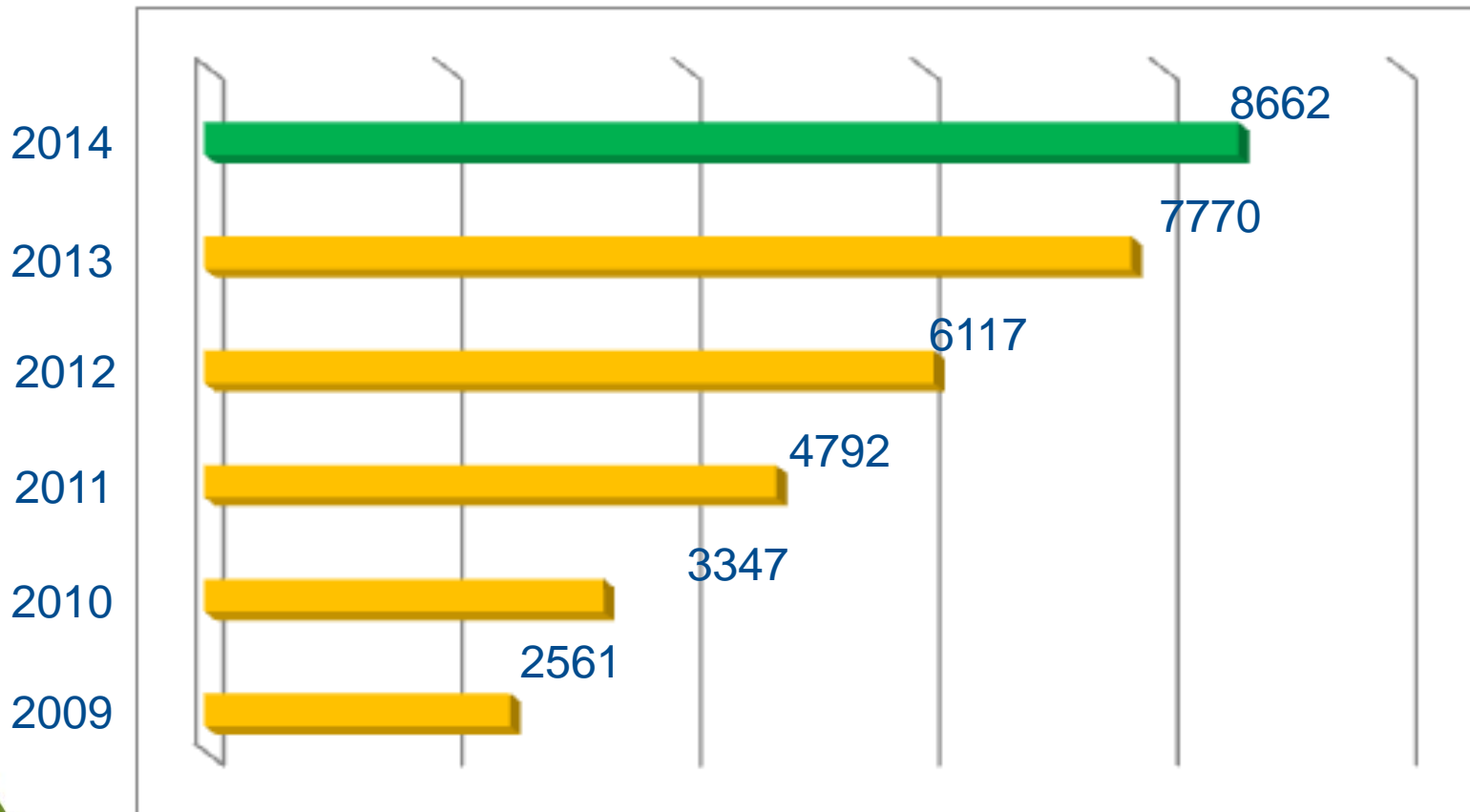
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Online Participant growth





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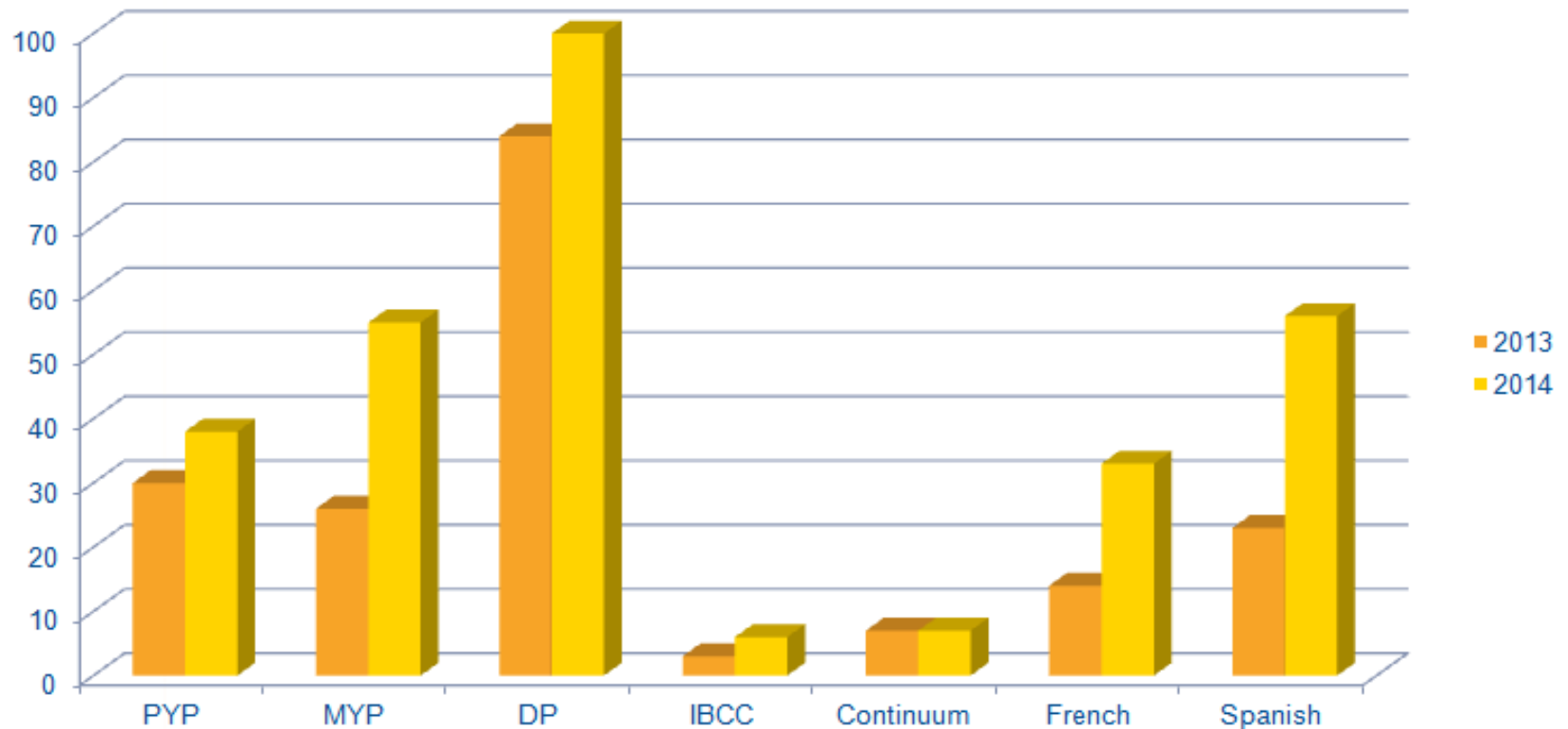
Where do our participants come from?

Participants from 150 countries
42% participants from IBA
33% participants from IBAEM
25% participants from IBAP



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Year on year increase in Online workshops



Programme	2013	2014
PYP	30	38
MYP	26	55
DP	84	100
IBCC	3	6
Continuum	7	7
French	14	33
Spanish	23	56



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Selection of our new French and Spanish workshops



Career-related
Certificate

Enfoques del aprendizaje

Español

Proyecto de reflexión del COPIB

Español



Diploma
Programme

Economía

Español

La coordination

Français

Química

Español

Théorie de la
connaissance

Français

Filosofía

Español

Física

Español



Middle Years
Programme

Artes: enseñanza del
currículo del PAI

Español

Comment dispenser le
programme de sciences
du PEI

Français

Ciencias: enseñanza del
currículo del PAI

Español

Comment dispenser le
programme de design du
PEI

Français

Matemáticas:
Impartición del PAI

Español

Comment dispenser le
programme d'arts du PEI

Français



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Coming in January 2015....



IB DP Advantage



- 10 self-access e-learning resources
- 20 online mentoring hours for teachers new to the IB or for individual career development
- Videos: PD reflections/Inside IB Classrooms
- Access to webinar pass (8 live webinars + archive)



Webinar titles:

- Integrating IT in DP classroom (series)
- Implementing DP Approaches to teaching and learning (series)
- A closer look at TOK (series)



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New online PD products and services

E- Learning resources



20 hours of online mentoring



Access to live webinars and a webinar archive

Video library



Leadership

Below is our range of videos on the topic of leadership. Select one to find out more about it.



Dianna Drew: What Pedagogical Leadership Means to Me



Paul Schkade: Being a Pedagogical Leader



Mary Austin: Implementing IB in a District



Perspectives on Pedagogical Leadership

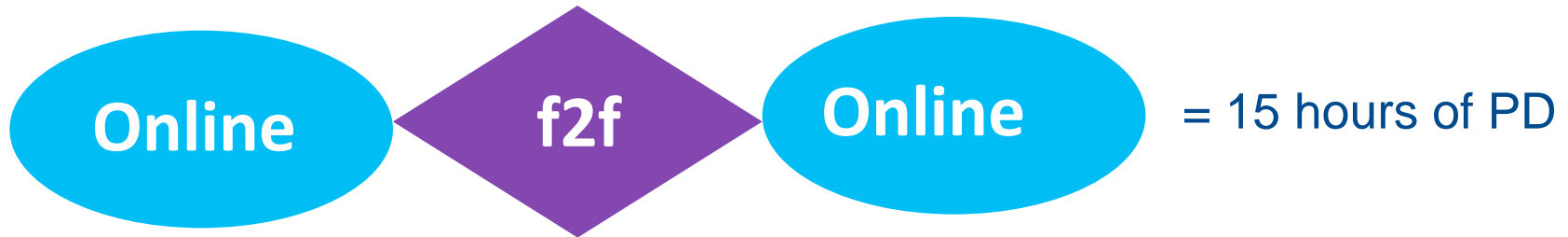


The Characteristics of a Successful Pedagogical Leader



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Blended learning pilot models in 2014



Blended Models

2 day f2f + 3 hours e-learning resources

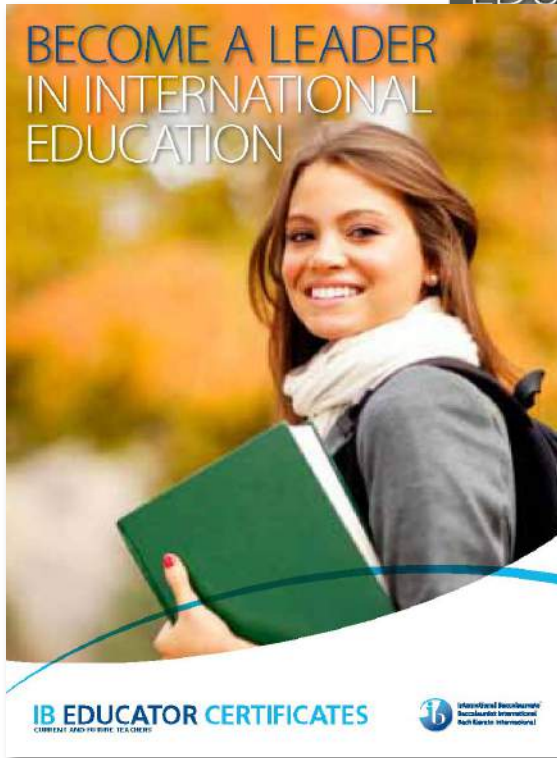
2 day f2f + 3 hours online

1 day f2f + 9 hours online



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IB educator certificates





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IB recognized courses around the world



Americas

- Adrian College, USA
- Bethel University, USA
- California State University San Marcos, USA
- George Mason University, USA
- Kent State University, USA
- Loyola University – Chicago, USA
- Oakland University, USA
- Royal Roads University, Canada
- University of British Columbia, Canada

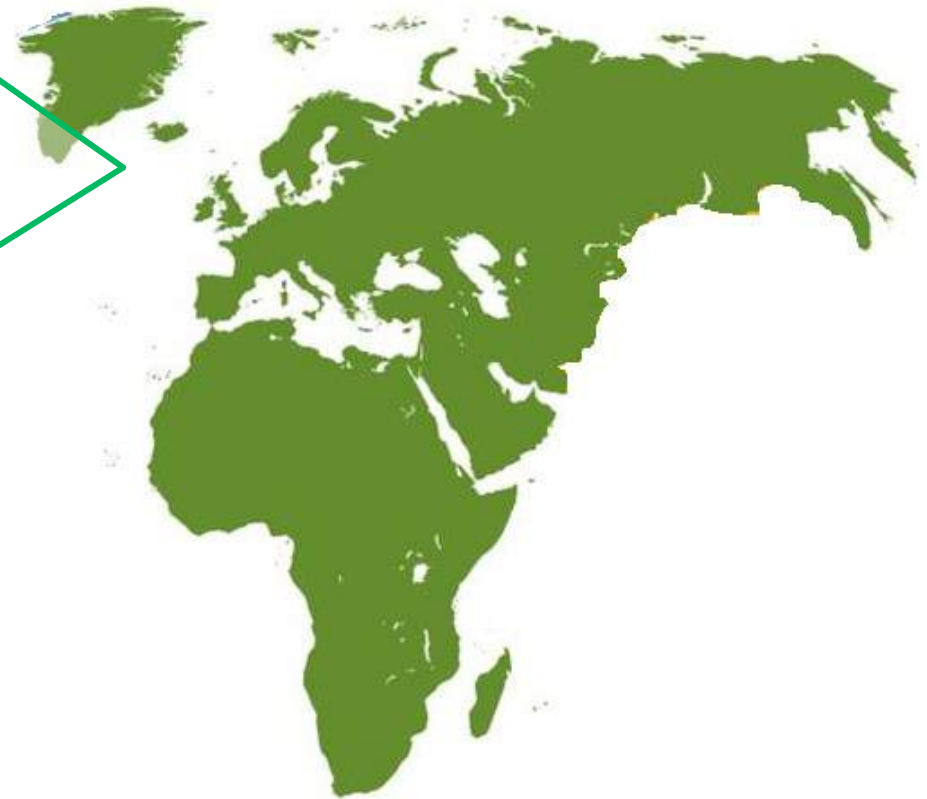


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IB recognized courses around the world

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





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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





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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

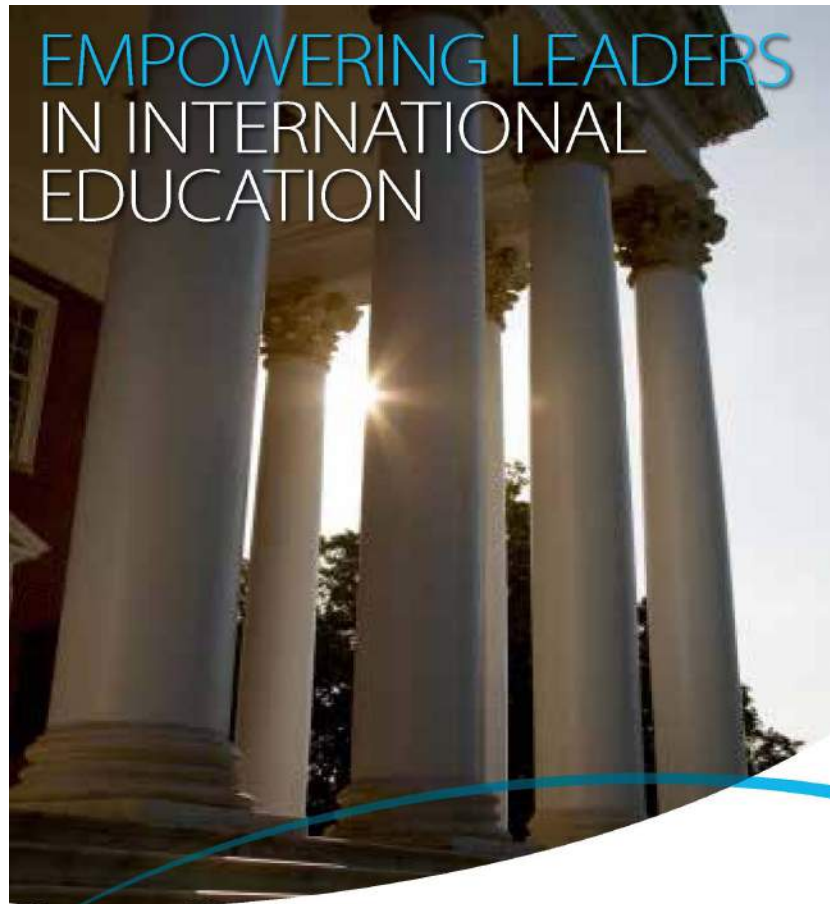
For IB World Schools:

- 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



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IB leadership certificates



IB LEADERSHIP CERTIFICATES





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PD product development

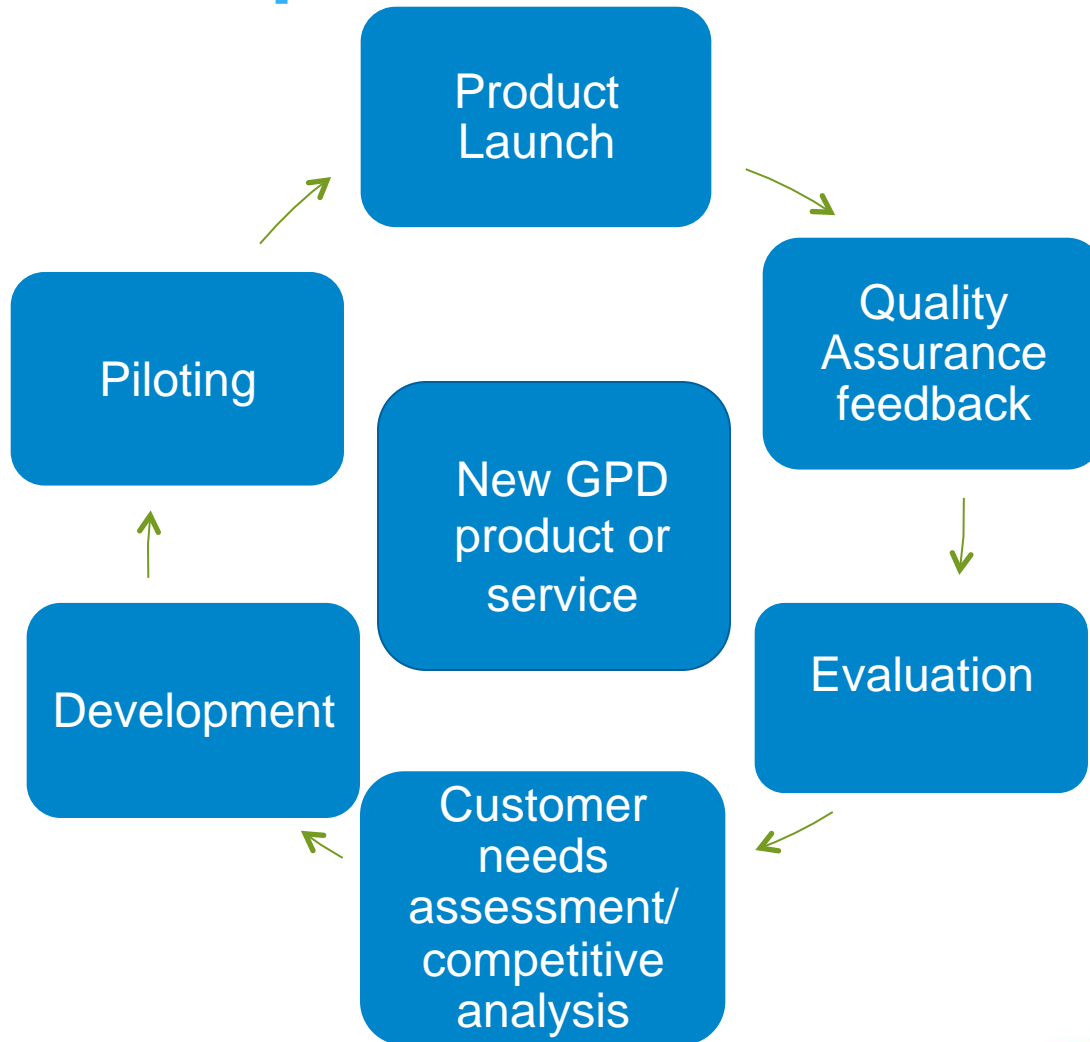
Academic/programme requests
QA data
Satisfaction survey data
Regional requests
IBEN requests
District requests
EIS projects

Global Professional
Development
Pipeline

Face to face workshops
Online workshops
Blended workshops
IB educator certificates
IBEN upskilling
New PD products



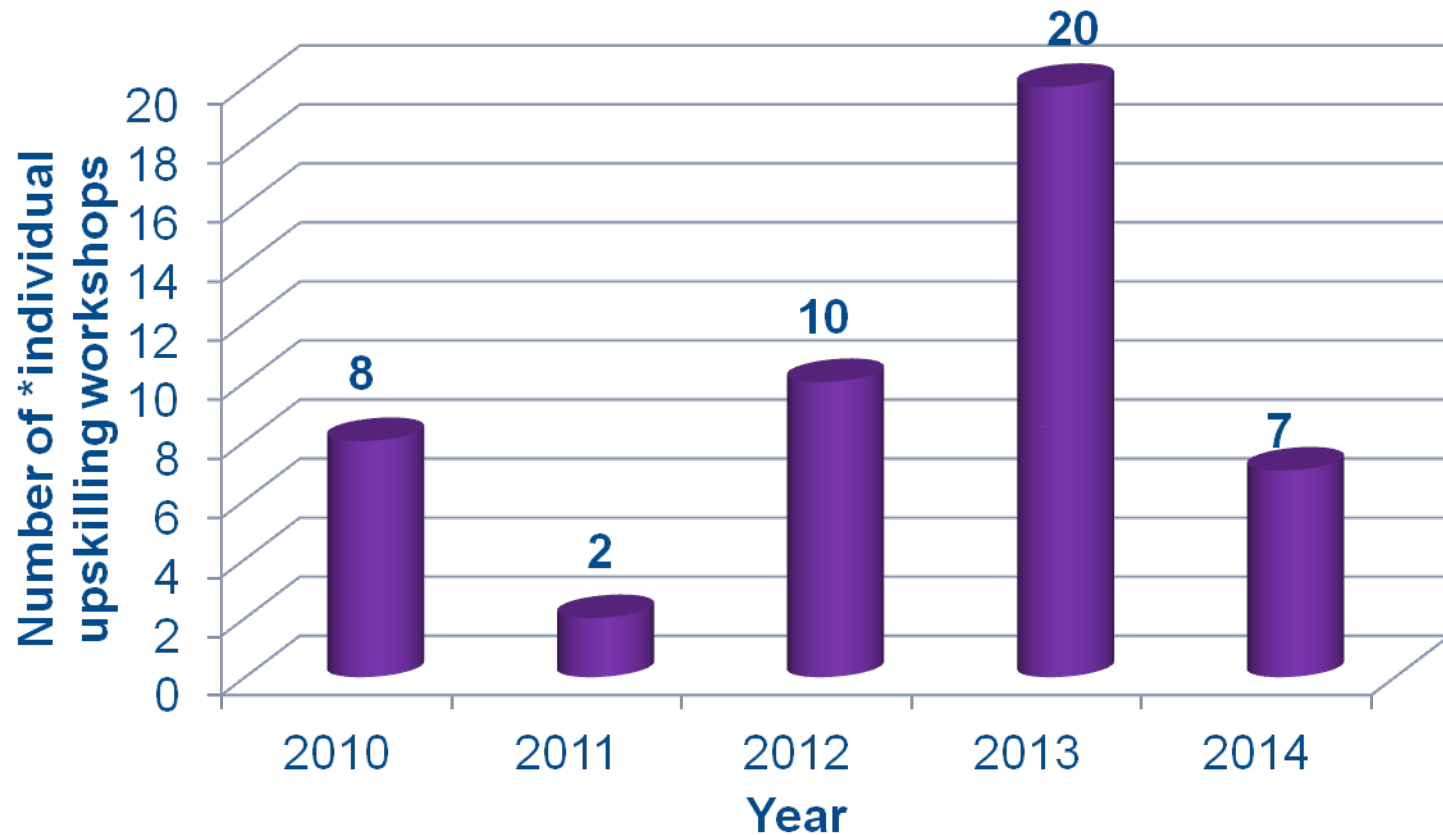
New product overview





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Upskilling workshops



***Individual** = counting each version and language separately



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Upskilling in Moodle

History upskilling (1)

Participants will gain an understanding of what the key changes to the History Curriculum for 2015 are, and why these changes have been implemented. The course will enable workshop leaders to prepare teachers to deliver the new content, course structure and assessments.



Workshop homepage

Overview

Module 1: Introduction to the new history course

Module 2: Changes to Paper 1

Module 3: Teaching and learning paper 2

Module 4: Internal assessment

Conclusion

Welcome to your online workshop



Announcements



Coffee corner



Resource library



Completion criteria



Technical advice



Online learner's toolkit

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 their own workshops to train teachers on the new curriculum.

Workshop Homepage

Module 1 - Introduction to the Workshop

Module 2: Aims and Objectives

Module 3: Curriculum Content

Module 4: Assessment

Module 5: The Webinar

Module 6: Development

Topic 7

Settings

- ▼ Course administration
- ✖ Turn editing on

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.

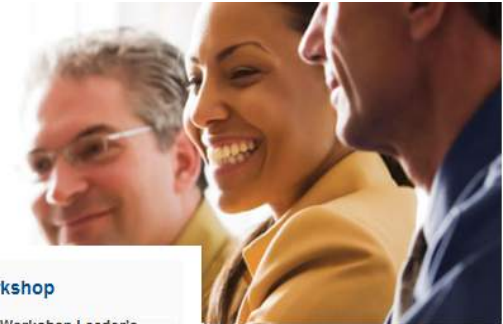
Let's meet our Learning Community

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

Gio--did you post this in the lesson more...

Calendar



IB Journal of Teaching Practice



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Home > [IB Journal of Teaching Practice](#)

IB Journal of Teaching Practice

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

INFORMATION

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LANGUAGE

English

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Working with the best



Australian Council for Educational Research



TEACHERS COLLEGE
COLUMBIA UNIVERSITY





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Graduate credit for workshops

Kent State University

- 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



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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



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Thank you

For more information, please visit:

<http://ibo.org/events>