![International Baccalaureate / Baccalauréat International / Bachillerato Internacional]

TRANSFORMATIVE PROFESSIONAL DEVELOPMENT FOR A CHANGING WORLD

LEARNING THAT EMPHASIZES ASKING, THINKING AND DOING

What does it mean to be an effective, internationally minded International Baccalaureate (IB) educator and leader in today's world? IB Professional Development answers this question through lifelong learning opportunities that reflect the culture and purpose of IB, delivered in a distinctive IB environment.

Just as IB programmes develop the whole student, IB Professional Development is designed to cultivate the lifelong learning and development of IB educators and administrators.

From asking the right questions to engaging with complex global challenges, IB uses constructivist inquiry to prepare students to build a better world.

IB applies this same approach of questioning, reflecting and doing to all professional learning experiences. Through open communication and action-oriented inquiry, IB builds on educators' knowledge and shares best practices across diverse experiences. Educators and administrators who complete IB professional development are even more prepared to apply their skills in any cultural or school context, weave issues of significance into their work and care for the whole student in a way that meets the unique needs of today's students while reflecting IB philosophy.

Dynamic ecosystems of global peer collaboration

Highly experienced IB educators and leaders design, develop and deliver professional learning experiences for their peers. These facilitators are members of the IB Educator Network (IBEN) and come from a worldwide professional learning community of internationally minded educators, school leaders and administrators. English, Spanish and French are the core languages of IB instruction, with workshops and other learning experiences delivered in schools' languages of instruction, such as Mandarin, Arabic, Turkish and Japanese. Extending the network within the IB community, IB educator certificate programs are offered through strong partnerships with a variety of respected higher education institutions globally.

IB educators and administrators will find engaging experiences, open exchanges of ideas across the range of contexts and perspectives, and immersive sessions that extend inquiry to design thinking, project-based learning, global scenarios and beyond. And they'll find these learning experiences delivered through dynamic learning communities, digital resources and flexible learning pathways.

LEARNING THAT STRENGTHENS EXPERTISE AND UNDERSTANDING

IB educators and leaders participate in IB's practice-based lifelong learning for many reasons:

- to develop new insights into pedagogy and practices
- to hone skills in curriculum and unit planning
- to explore new ideas, experiences and student-centered teaching
- to apply inquiry-based approaches and concepts to real-world cultural contexts
- to become reflective practitioners

IB offers a robust selection of learning experiences and services for every point of the professional journey.

Enhancing practical relevance, delivering a more integrative experience and offering collaborative, team-based activities online and in person, IB develops educators who bridge the worlds of scholarship and practice.

Intentionally designed for meaning and growth

Every IB professional learning experience is grounded in the process of social constructivism and actualized through action-oriented inquiry, centered on the learning community and driven by a shared set of design values.

Relevant academic research[1] provides a professional context for integrating and applying concepts and skills from other parts of the learning experience. Concurrently, IB uses the concept of "educator as researcher" to link systematic inquiry to educator practice and reflection.

[1] Hargreaves, D. 1998. "Creative professionalism: The role of teachers in the knowledge society." Arguments 22. Demos. 1-898309-79-5.

9 design values in every learning experience

Rebalanced learner agency where educators co-create curricula and actively produce their professional development experience

Inclusive environments that leverage the power of differences in the context of shared learning

International mindedness that establishes common ground and recognizes variations to be as important as commonalities

Collaborative learning ecologies like professional learning communities, demonstrating the power of collective intelligence

Reciprocal knowledge obligations in which educators develop themselves and others by co-constructing learning in a safe environment

Team and individual learning with a focus on collective responsibility and personal mastery

Spirals of inquiry via higher-level questioning and nonlinear feedback loops

Usable knowledge artifacts like digital portfolios, that optimize resources and keep learning practical

Multiple opportunities for reflection with a focus on constructive, actionable feedback

LEADING THROUGH QUALITY AND CONSISTENCY

"What do we mean when we talk about professional development? In relation to the International Baccalaureate, this means a commitment to be critical and self-reflective, dedicated to lifelong learning and continuous improvement. Professional development should be ongoing for all educators, irrespective of experience—not only for continuous professional and personal growth, but to ensure that we keep improving the learning experiences and outcomes of all students."

ANTHONY TAIT, DIRECTOR OF PROFESSIONAL SERVICES

The PD design process

EMPATHIZE

DEFINE

IDEATE

PROTOTYPE

LAUNCH

QUALITY ASSURANCE REVIEW

IB ensures consistency of the professional learning experience worldwide through a global architecture and continuous improvement through a robust quality assurance framework.[2]

IB is devoted to inclusivity and responds to the full diversity of participant needs. This includes language, culture, age and geography, as well as learning styles, degrees of IB experience and access to and fluency with technology.

When workshops conclude, surveys assess workshop facilitators' capabilities, content quality and overall satisfaction with the learning experience. This evaluation system engages participants in observation, analysis and reflection about the learning experience and helps IB ensure quality, consistency and continuous improvement.
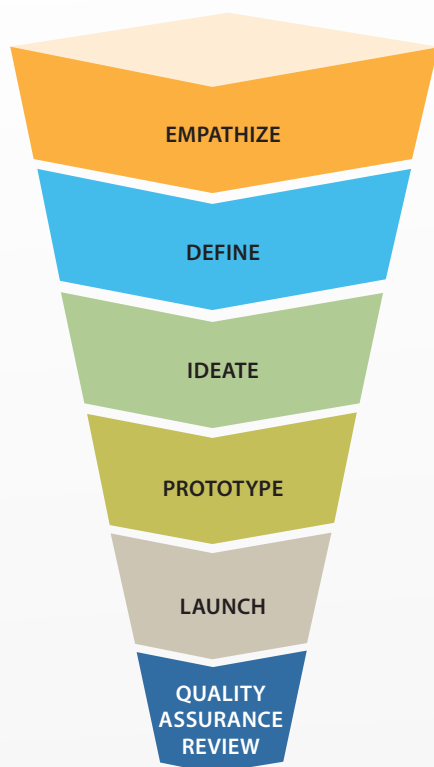
Planning the professional development journey

IB Professional Development is flexible. Pre-scheduled or on-demand, individualized or peer-to-peer, educators and administrators can access learning experiences through a range of convenient delivery channels to maximize the power of the IB global community for each educator. Over the course of their careers, all IB educators take at least one workshop and most take several in pursuit of their desired learning outcomes.
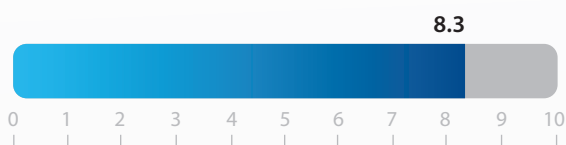
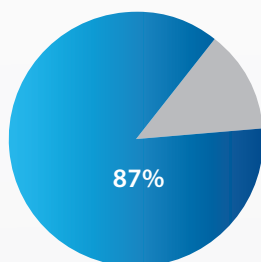[2] Derived from Guskey's Professional Development Evaluation Model.

Workshop success at a glance

Overall quality rating on the workshop
(scale of 1-10): 8.5

Overall rating on the workshop content
(scale of 1-10): 8.3

87%

Participants who believe the workshop reflects
its description well or perfectly well: 87%

Note: Data reflects 2019-2020 workshop survey reports.

Entry points for IB Professional Development

- **Face-to-face workshops** – Offered around the world, these workshops bring diverse groups of educators together in multi-day learning events. These workshops typically involve 15 hours of face-to-face sessions over 2.5 days.

- **Online workshops** – Delivered via a high-quality learning platform, these workshops expand access for educators from all over the world to an unparalleled exchange of knowledge. Workshops typically last four weeks and require approximately 16 learning hours.

- **In-school, cluster and district ("on-demand") workshops** – These face-to-face events develop staff on site and focus on specific issues, areas of IB philosophy and learning and teaching strategies.

- **E-learning and blended learning** – Webinars, self-paced e-learning modules, "nano PD" offerings, playlists and other online resources focus on specific aspects of IB programmes that can be applied immediately in the classroom.

Workshops

Category 1: IB philosophy and implementation. Educators focus on all aspects of becoming an authorized IB World School or adding a new IB programme.

Category 2: Delivery. Educators work toward more experiential professional exchanges and improved teaching quality.

Category 3: In-depth investigations. Educators explore guided professional inquiry, specialization and educational research, ideas and trends.

IB education workshops: Whether across IB programmes or with a singular focus, educators examine the question: "What is an IB education?" These provocative learning experiences present challenging ideas around the IB mission to make the world a better place through education.

IB leadership workshops: Educators learn essentials of leading across cultures and contexts and how to navigate the complex international education arena. They emerge adaptable and ready to thrive as a leader, wherever they go.

IB educator and leadership certificates

Educators gain a deeper understanding of what it means to teach and lead in an IB context through these certificate programs designed to develop influential leaders in international education. The IB partners with reputable institutions around the world to embed IB philosophy and pedagogy within their education and educational leadership offerings. IB-certified educators bring a research foundation to any school role and infuse higher-order thinking skills into a new generation of students. IB-certified leaders guide and inspire school communities that want to implement and sustain IB programmes or become an authorized IB World School.

IB certificate in teaching and learning: Equips educators, reflective practitioners and researchers with the principles and practices associated with IB Primary, Middle Years, Diploma and Career-related programmes.

IB advanced certificate in teaching and learning research: Prepares educators for the rigorous investigative work involved in advancing their school's curriculum development, pedagogy and assessment.

IB certificate in leadership practice: Develops educators and administrators who guide a school through IB authorization, implementation and beyond.

IB advanced certificate in leadership research: Empowers educators and administrators with deep capacities in rigorous investigative work and a profound understanding of IB leadership responsibilities and capabilities.

TAKE THE NEXT STEP TO TRANSFORM YOUR LEARNING, TEACHING AND LEADING.
ibo.org/pd-options

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