



ARC: Could You Be.....IB PD?

The Hague - 2011

Anthony Tait: Global PD Director

Liza Tercero: Global Head of PD: Diploma

New Schools Division

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



GPD Departments



Workshop
Development

Online
Development and
Delivery



Teacher Education
Services





Teacher Education Services



What we do

- Align with new strategic directions of IB
- Implement Category 3 proposal process
- Develop and QA all new category 3 workshops to hand over to regions
- Grow the Teacher Award initiative
- Develop and incubate new PD products
- Support GPD workshop development
- Ensure copyright and contract compliance of PD products
- Liaise with other departments and regions on new PD product development
- Develop marketing and communications for new PD products and services
- Report results through pipelines, dashboards, roadmap
- Evaluate PD products and services





Our Community 2011



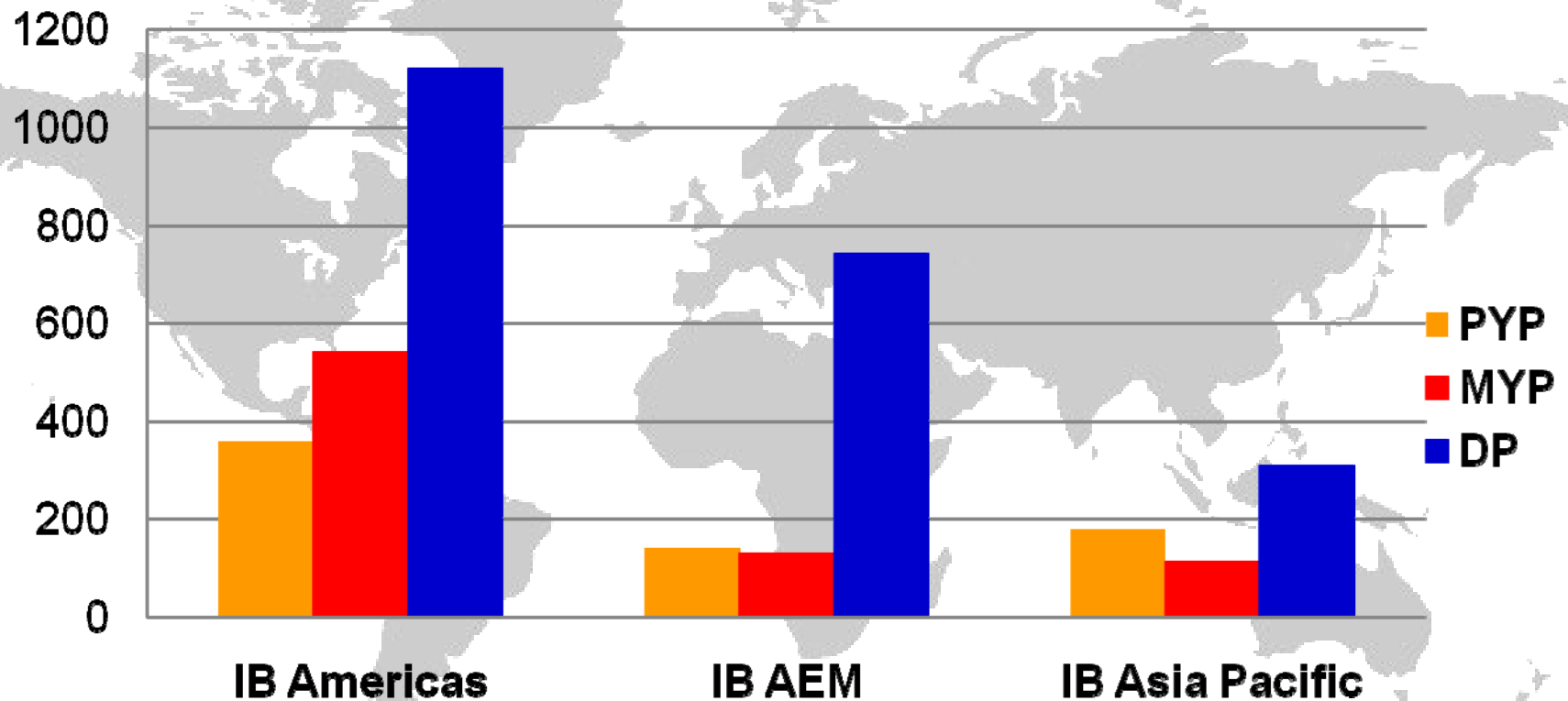


Concentrations of IB world schools

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

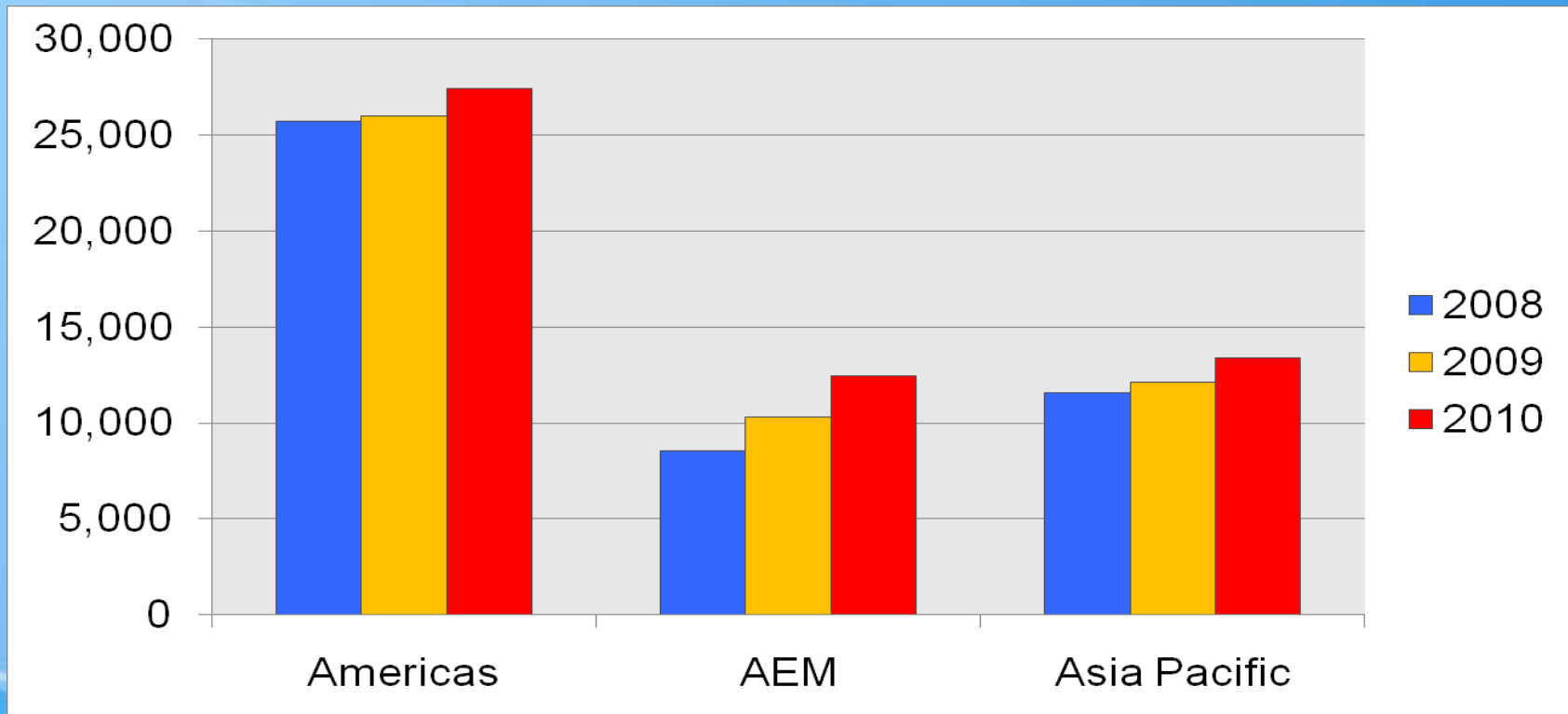


IB programmes by region 2011



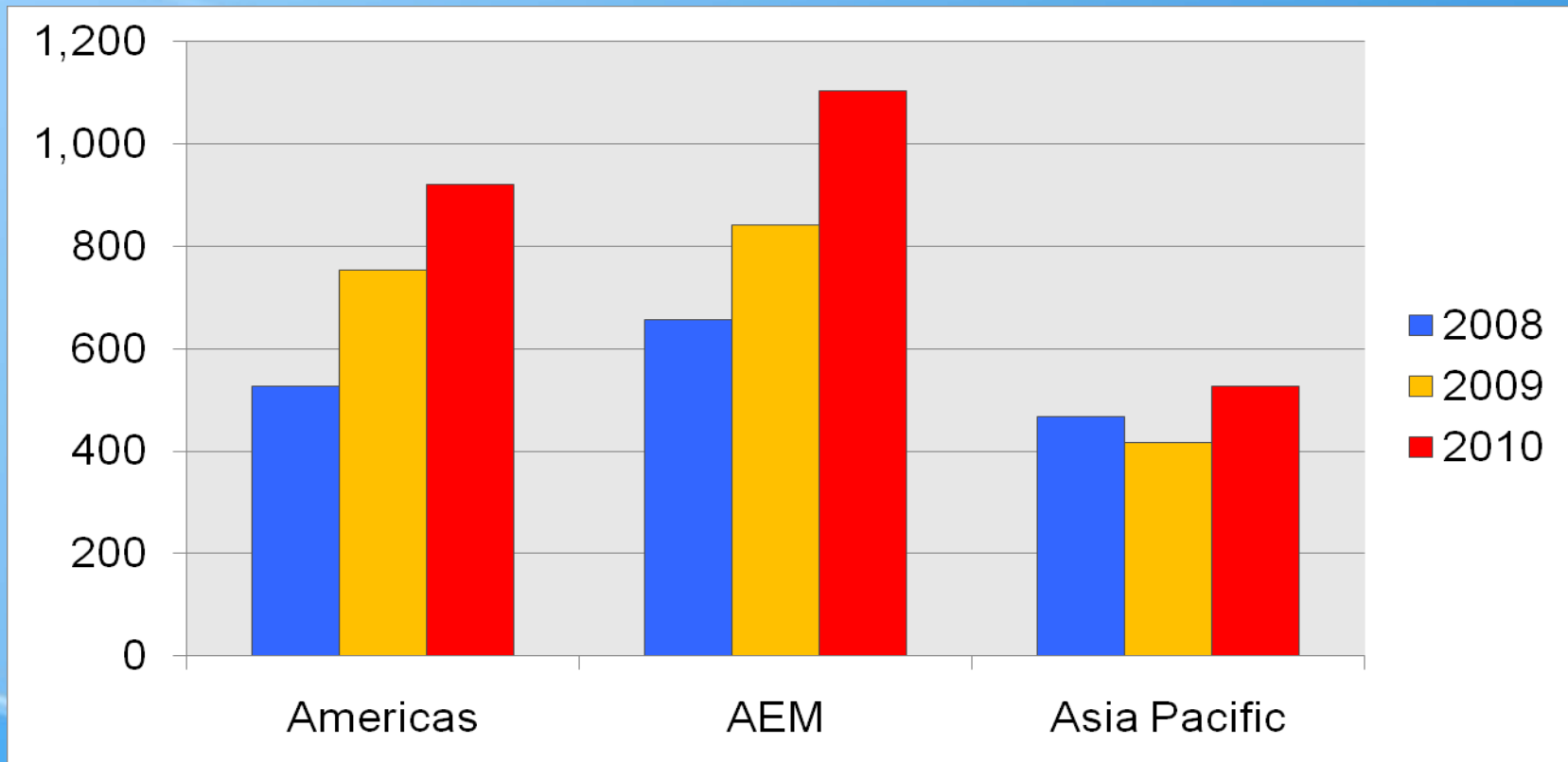


F2F Workshop participants





Online Workshop participants



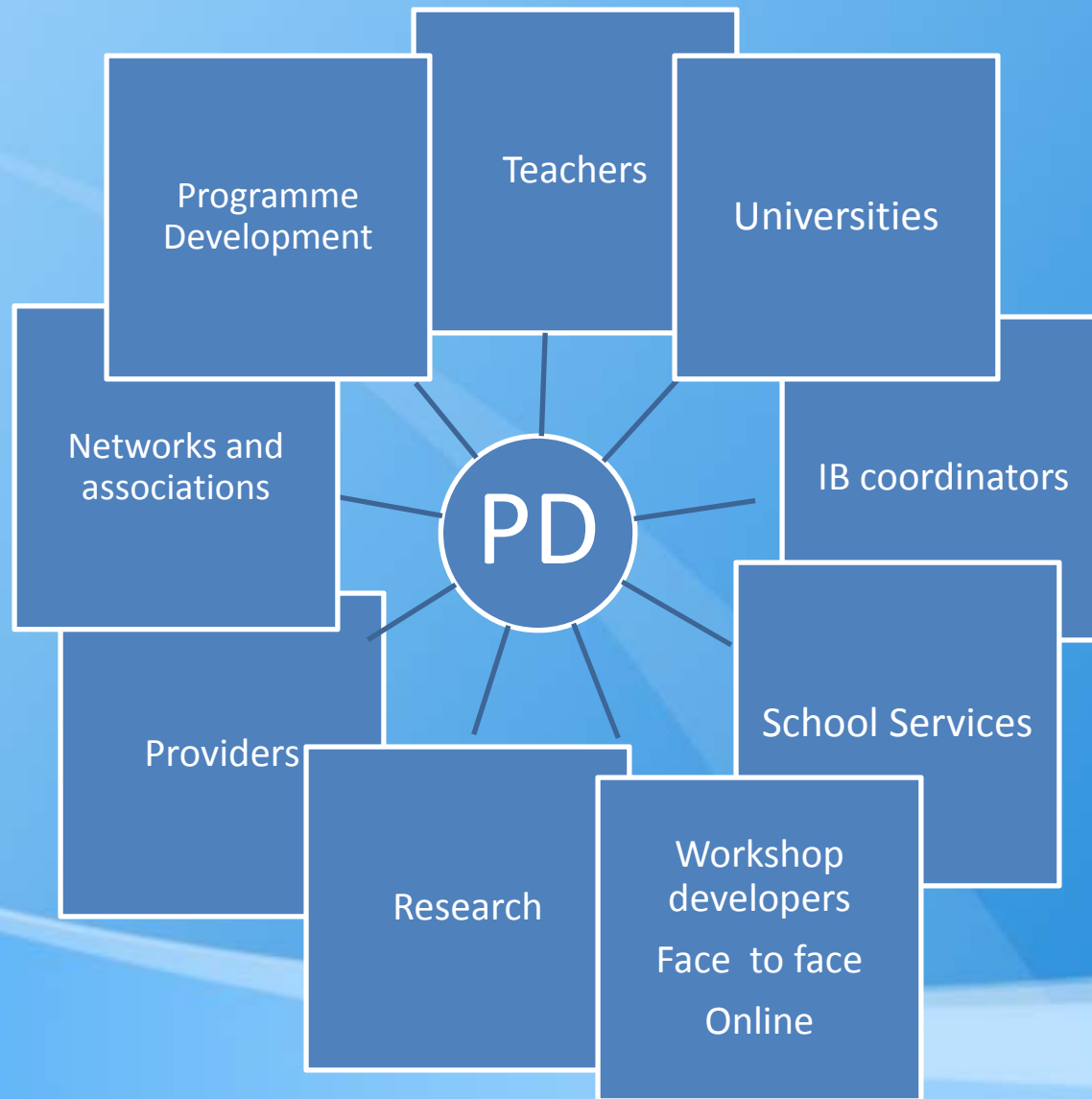


PD Workshops: Global Map Jan-Jun 2011





A collaborative community:





Collaboration

Using the Standards and
Practices



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



Categories of workshops

Category 1:

Administrators and teachers who are new to the IB programmes and / or are about to join as authorised or candidate schools. This also includes schools conducting a feasibility study with a view to trial implementing



Category 2:

Administrators and teachers who

- work in schools where the programme is already being implemented.
- have been working with the programme for some time
- need to focus more on programme delivery

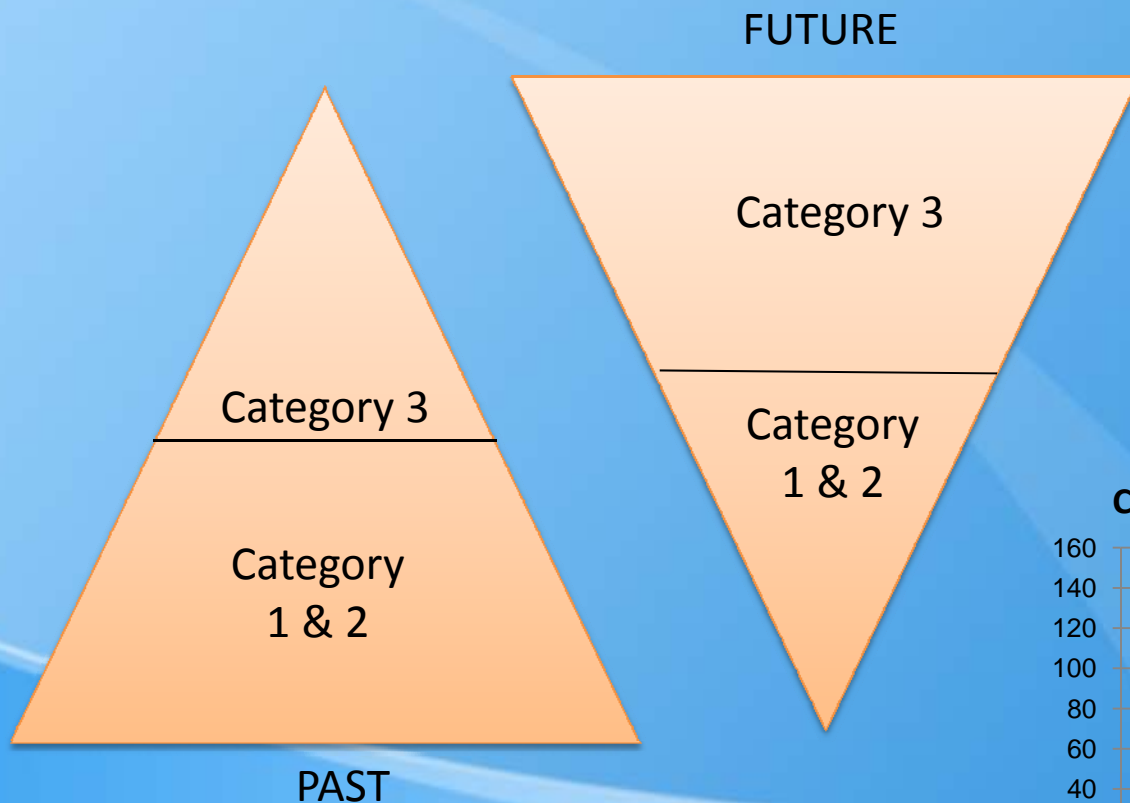


Category 3:

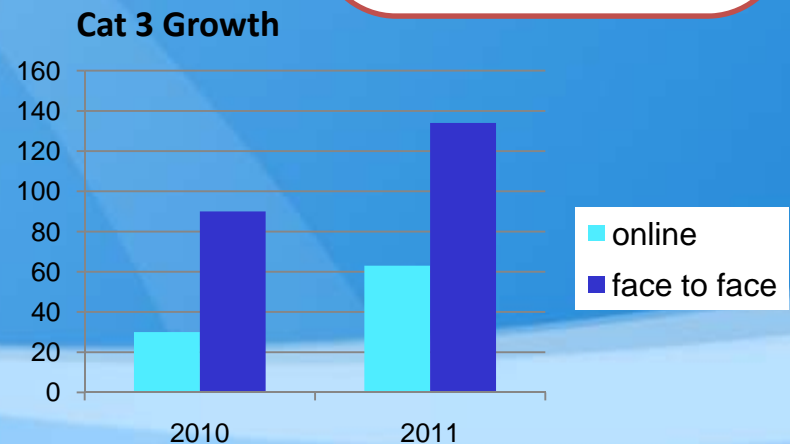
Administrators and teachers to

- Provide a forum for exploring educational ideas and areas of interest
- Provide opportunities for investigation into specific areas of expertise

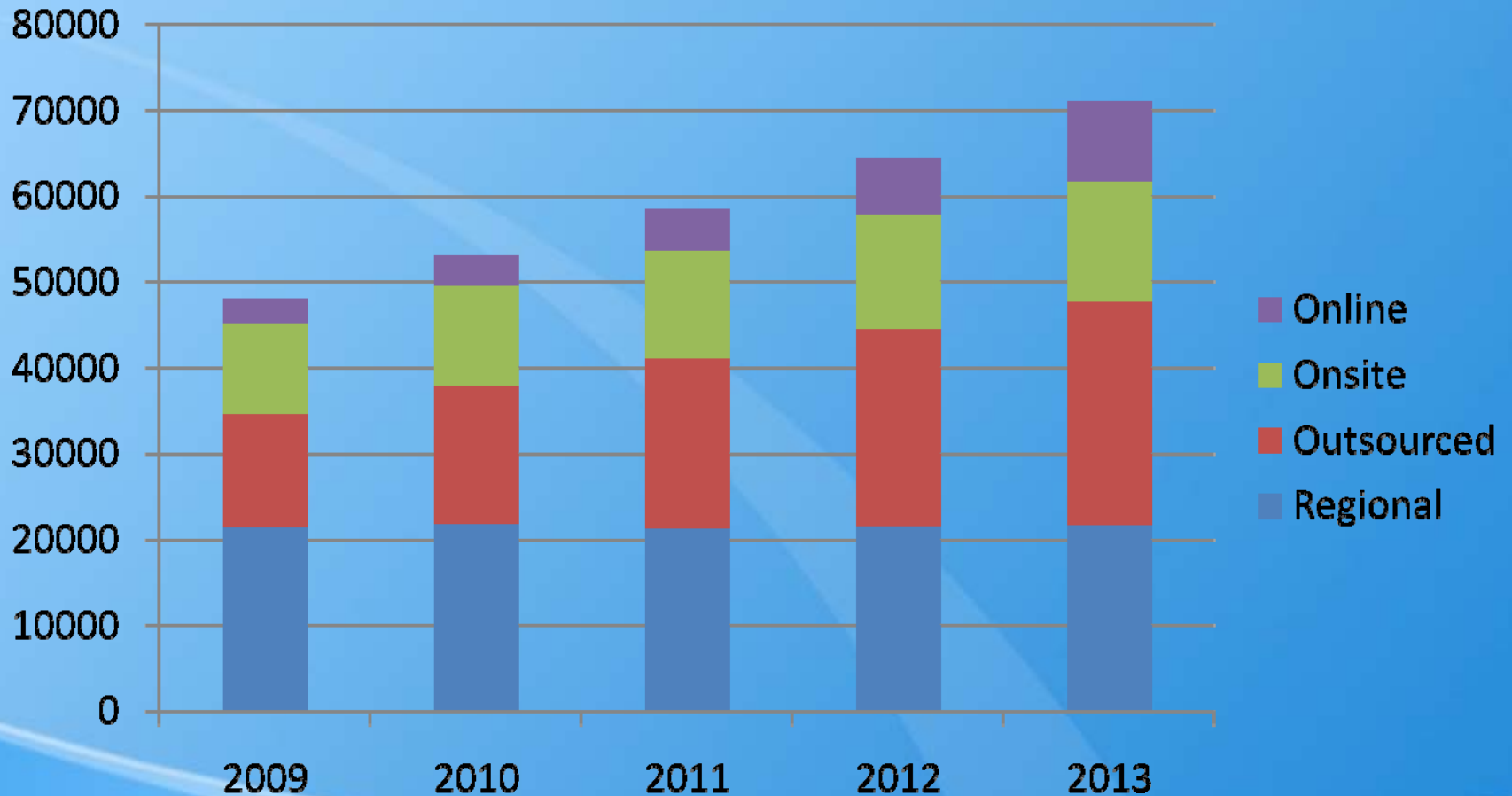
Mature IB World Schools require advanced PD



- ❖ Cat 3 growth
 - content
 - pedagogy
 - assessment
- ❖ Online PD growth
- ❖ Blended models



Growth in professional development



WSL training to meet increasing demands for professional development

- Global guidelines for workshop leader training
- Global materials for workshop leader training
- Developed as single or cross-programme options
- Global guidelines for field representative training



International Baccalaureate
Baccalauréat International
Bachillerato Internacional

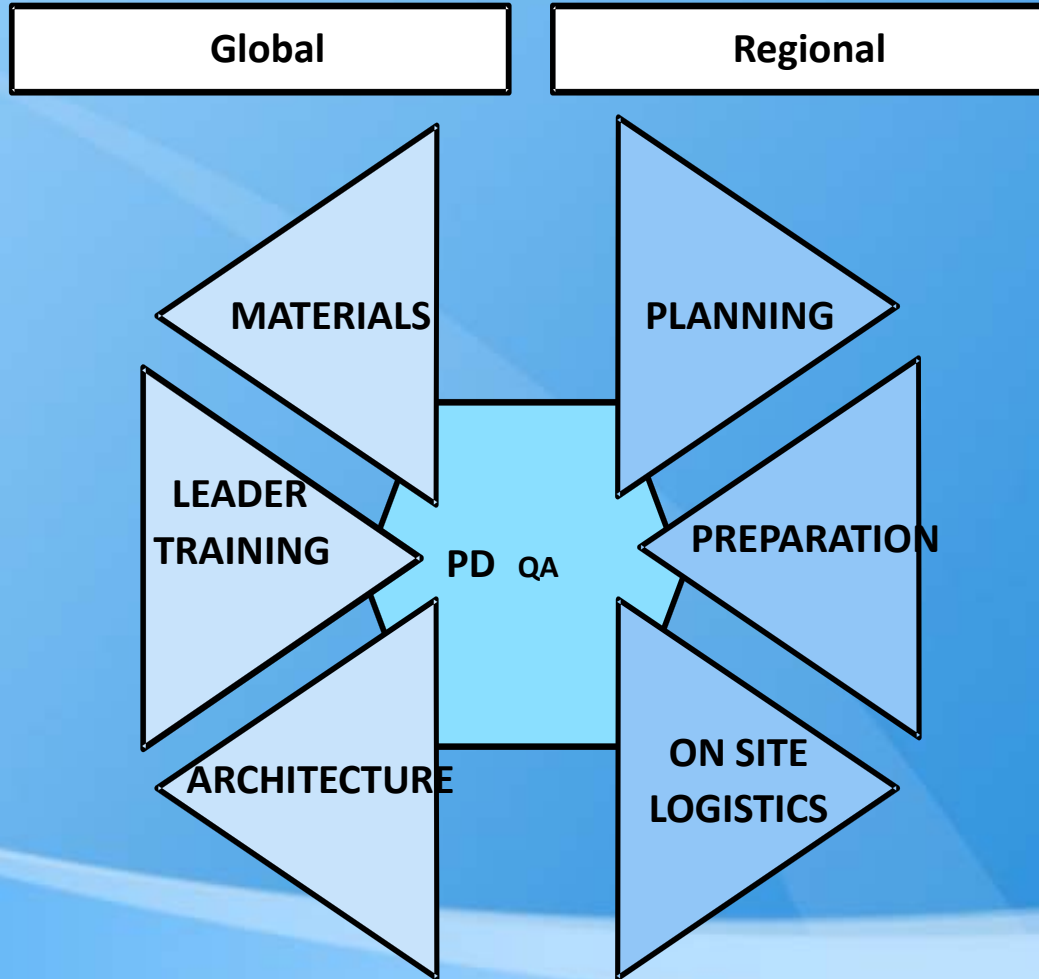
Quality Assurance

Professional development

Preliminary results, January 2010 – April 2011



Collaboration Global / Regional PD



PD Quality Assurance: **Instruments**

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



PD Quality Assurance: Participant Baseline Survey

Survey design

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



PD Quality Assurance: Participant Baseline Survey

About the participants

- Participants working in approximately 140 countries
 - (US, China, Australia, Canada, UAE, India, UK)
- Participants born in approximately 160 countries
 - (US, UK, Canada, Australia, India, China, UAE)
- 69.5% Female
- Average age of 41.5 (s.d. = 10.27)
- Approximately 74% working in country of birth



PD Quality Assurance: Participant Baseline Survey

About the participants

- Highest degree
- 33% Bachelors, 45% Masters, 11% Professional Certification
- Frequent flyers
- 54% have attended a previous IB workshop
- Survey Responses:
- 85% English, 11% Spanish, 4% French



PD Quality Assurance: Participant Baseline Survey

Overall Measures

	Continuum		DP		MYP		PYP	
	N	% Top 3	N	% Top 3	N	% Top 3	N	% Top 3
Quality	405	86.2%	12300	91.5%	6912	87.8%	4524	90.8%
Expectations	405	82.2%	12300	89.7%	6911	84.6%	4524	87.6%
Satisfaction	404	88.6%	12300	94.2%	6912	91.2%	4524	93.8%

	IBA		IBAEM		IBAP	
	N	% Top 3	N	% Top 3	N	% Top 3
Quality	17227	90.7%	5278	90.2%	6954	89.5%
Expectations	17227	87.8%	5278	88.5%	6954	86.8%
Satisfaction	17227	93.3%	5277	93.2%	6954	93.4%

	Cat 1		Cat 1&2		Cat 2		Cat 3	
	N	Top 3%	N	Top 3%	N	Top 3%	N	Top 3%
Quality	10707	91.1%	1337	90.1%	10448	91.0%	6967	88.3%
Expectations	10707	88.7%	1337	85.9%	10447	88.5%	6967	85.4%
Satisfaction	10707	94.0%	1337	91.9%	10477	93.7%	6966	91.9%



PD Quality Assurance: Participant Baseline Survey

Overall Measures: Predicting/Explaining Quality

•Workshop content

1. Variety of teaching and learning strategies (all categories)
2. Philosophy of programmes (category 2)
3. Programme implementation (category 2)
4. I can use what I learned in this workshop to collaborate effectively with other teachers in my department or school (category 1)

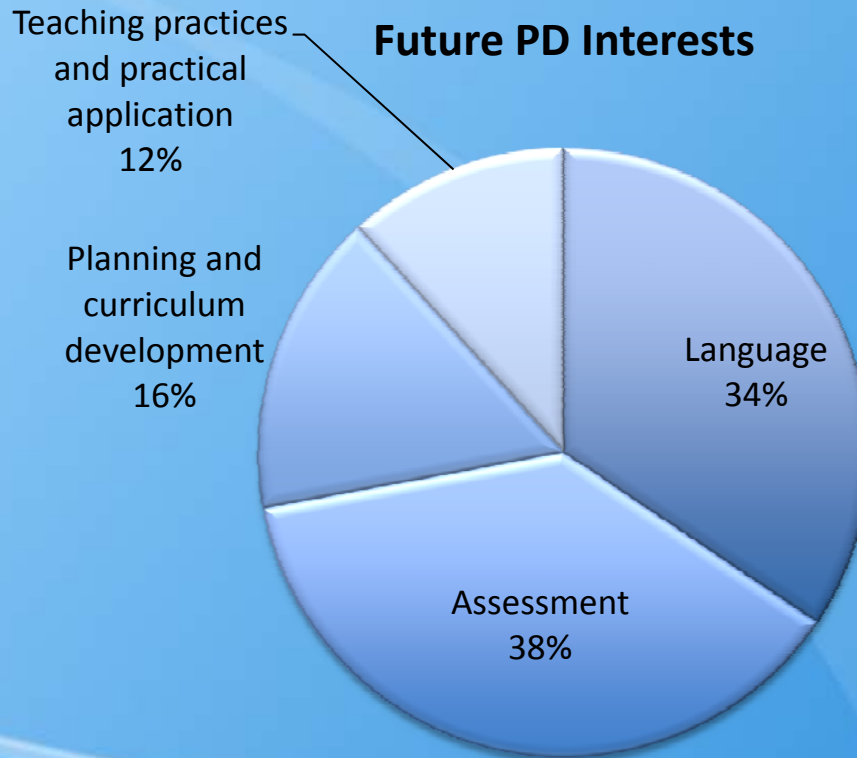
•WSL attributes

1. WSL presented information in a clear and organized manner
2. WSL had clearly defined aims and objectives for the workshop



PD Quality Assurance: Participant Baseline Survey

Logistics: Explanation





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PD Quality Assurance

Participant Follow-up Survey

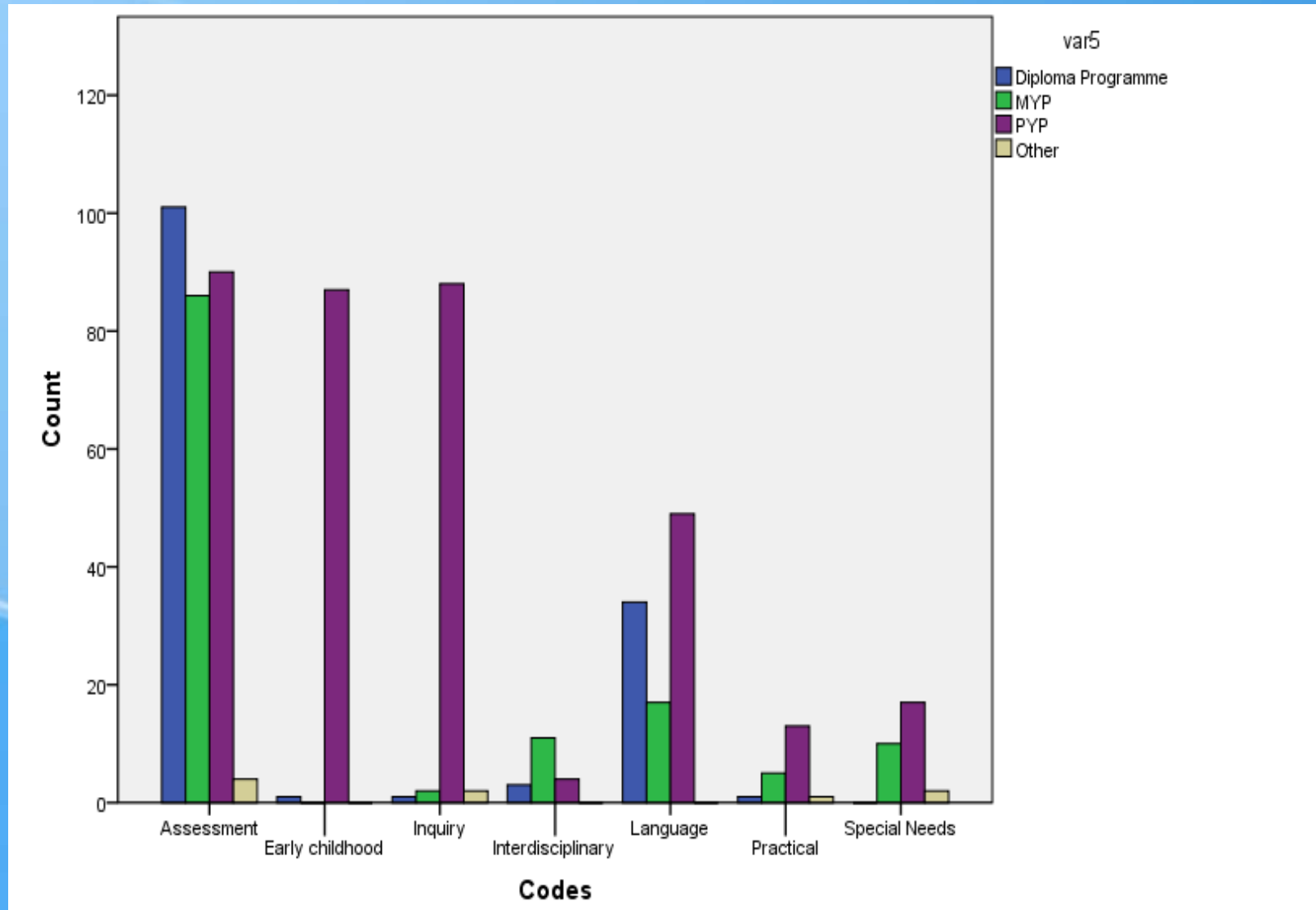


PD Quality Assurance: Participant Follow Up Survey

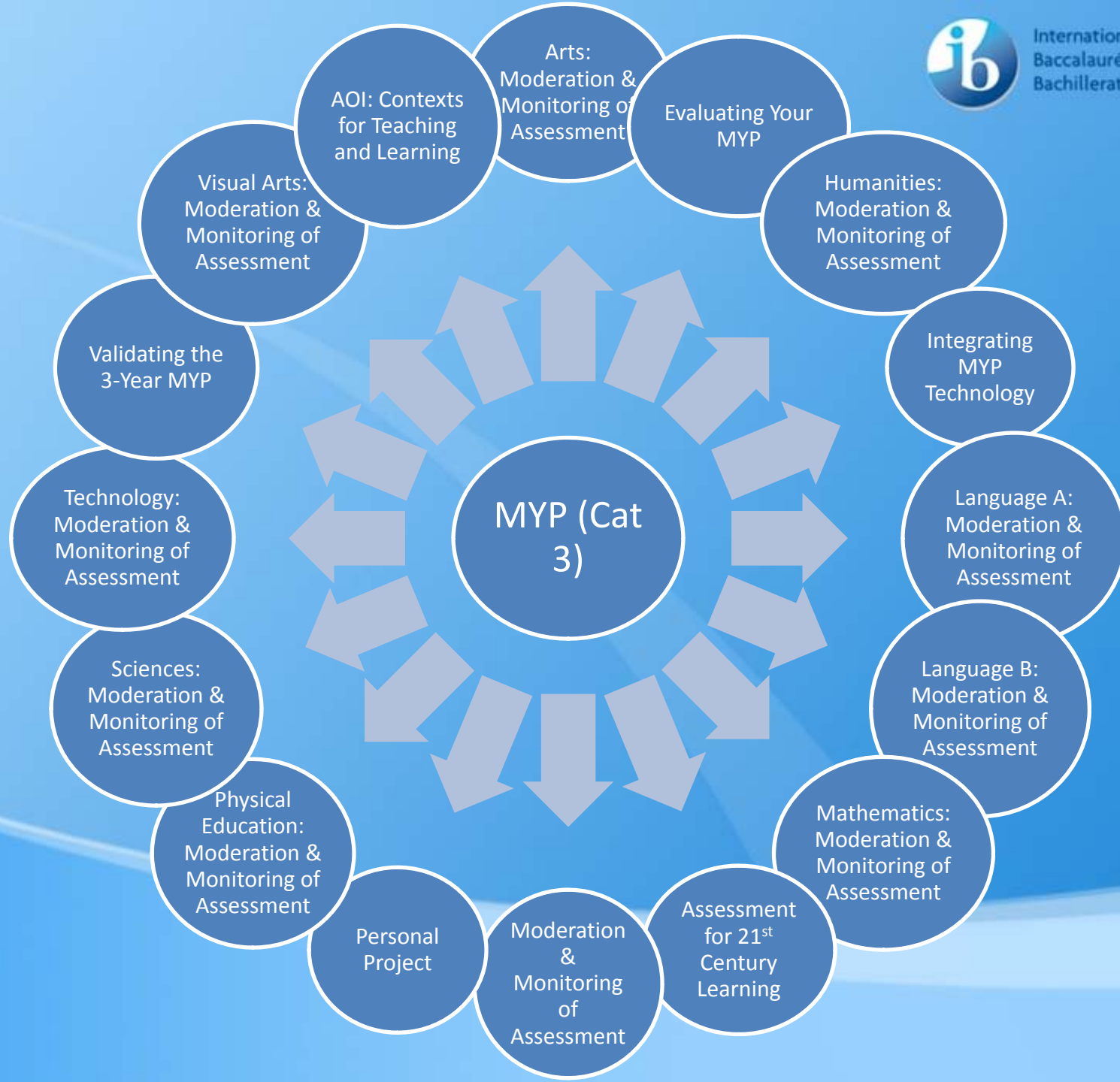
Specify the degree to which you agree or disagree with the following...	Overall	PYP	MYP	DP	IBA	IBAEM	ABAP
I have successfully used resources discussed/shared at the workshop	90.8%	91.9%	87.4%	92.1%	90.5%	91.1%	91.4%
I have successfully used classroom practices discussed/shared at the workshop	91.3%	93.4%	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%

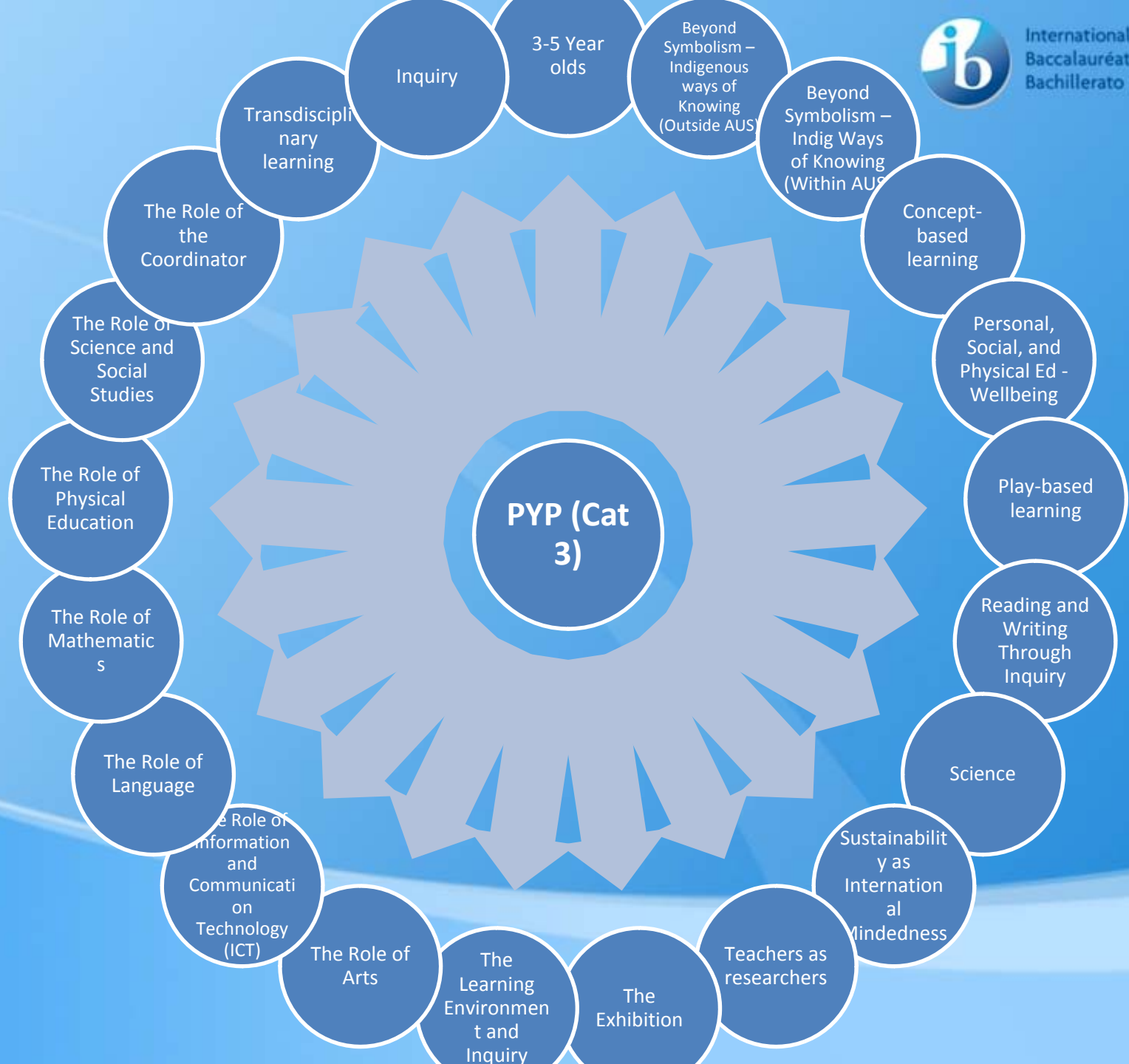
Percentages represent top 3 categories

Future PD needs

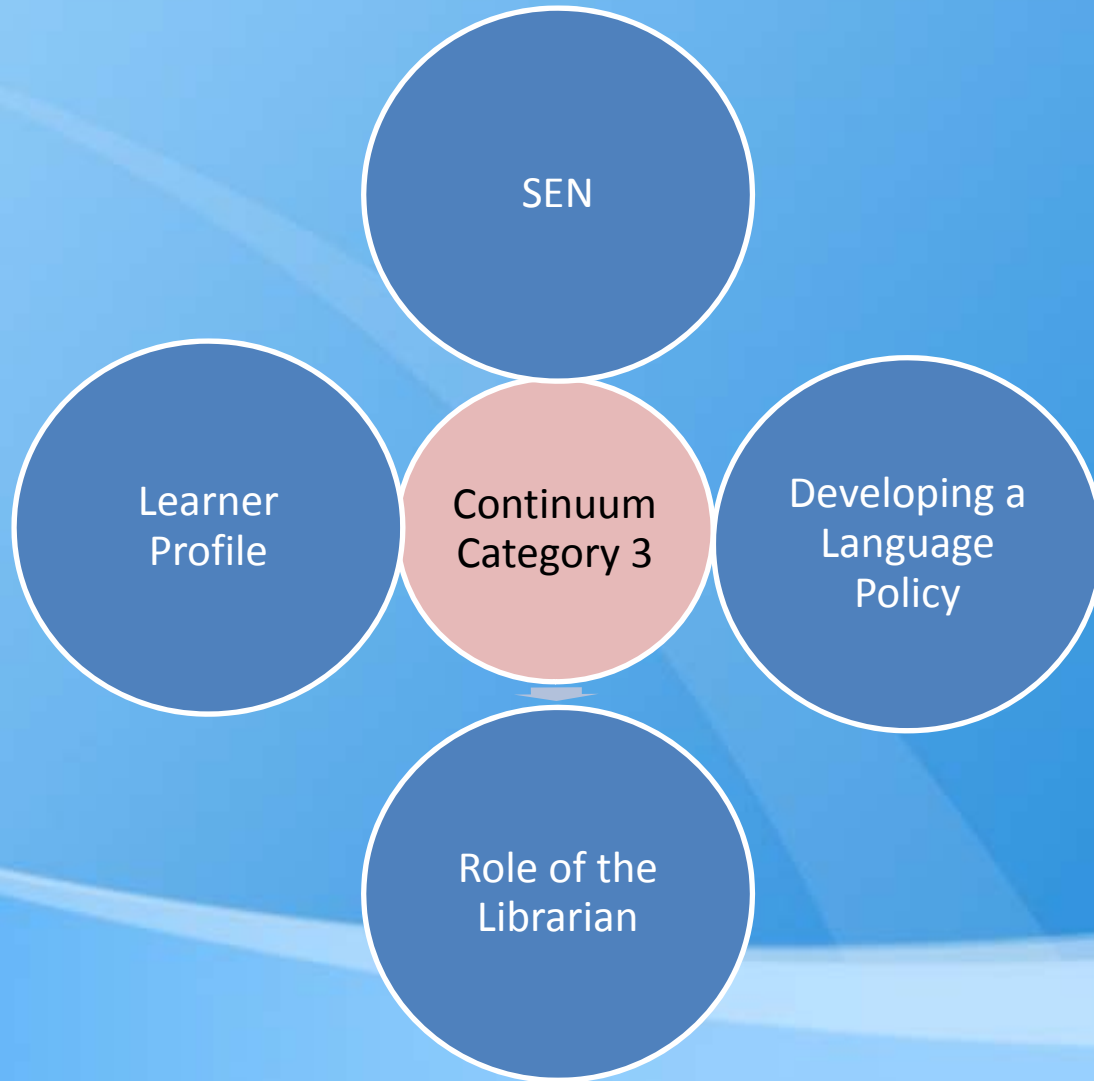








Responding to community – under the PD quality assurance framework in 2011





What is offered? 80 new Online Workshops

PYP

All Category 1

Category 2

- Action
- Assessment
- Collaborative planning
- Making the PYP happen
- Pedagogical leadership
- Promoting international mindedness
- Teaching and learning
- The written curriculum

Increased choice...

MYP

- Areas of interaction
 - English, Spanish and French
- Objectives and Assessment (English Spanish and French)
- Assessment, recording and reporting (English, Spanish & French)
- Librarianship
- Personal project
- Interdisciplinary teaching in the MYP
- Intro to MYP
- Intro to teaching MYP in ..
- Developing MYP units in.....
- Supporting student inquiry in ...
 - Arts, Humanities Language A, Language B, Mathematics, Phys Ed, Sciences, Technology



What is offered?

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)
- **Group 6** (Music, Theatre, Film, Visual Arts)
- **TOK**

- **Redesigned examiner training modules: Assessment support in Chemistry, Biology, Business Management, Economics, Physics, Math**

(57)

Continuum

- **Developing a SEN policy**
- **Developing a Language policy**
- **Introduction to the Learner Profile**
- **Inquiry into the Learner Profile**

Increased choice...



Online PD **connecting** to special **community** needs

- **“With three little kids, the youngest being 6 months, I could spend time with them during the day time and afternoon and focus on my learning when they went to bed or before they woke up. I didn't need to waste time traveling to class.”**
- **flexibility - I was in the process of handing over my previous post, relocating and my school would not have given me permission to go on a residential course**
- **I enjoyed the benefit of working late at night after my kids were in bed. I enjoyed being able to complete the assignments according to my own pace. I enjoyed being able to take the course in the summer when I was out of session at school. I liked that the group size was kept small**
- **I could attend the course from my bed during my health problem.**
- **Flexibility in learning. Timing could be worked around the family's schedule. Also, I could spend an appropriate amount of time reviewing material. I'm a slower reader, so I can't imagine that a weekend workshop would have given me the time to read the required material.**
- **Flexibility! I was able to combine moving country, start a a new school and getting married, without much of a summer holiday with this online workshop.**

How Online PD Helps Promote IB's Access Agenda

- Makes quality professional development available to all educators, regardless of their location
- Offerings are repeated throughout the year so teachers can participate at a time convenient to them
- Online offerings allow more educators to be trained for the same PD funding





Where are they from?





Professional Development Framework and roadmap for EIS and projects

KFF project

Poland
Romania

Gates

API grant

Opening
classroom
doors



The Teacher Awards

An innovative model to build capacity and broaden access

A powerful tool to engage with universities on best practice in teacher education and have an impact on educational policy

An influential credential that demonstrates teachers' critical engagement with the principles and practices of an IB education



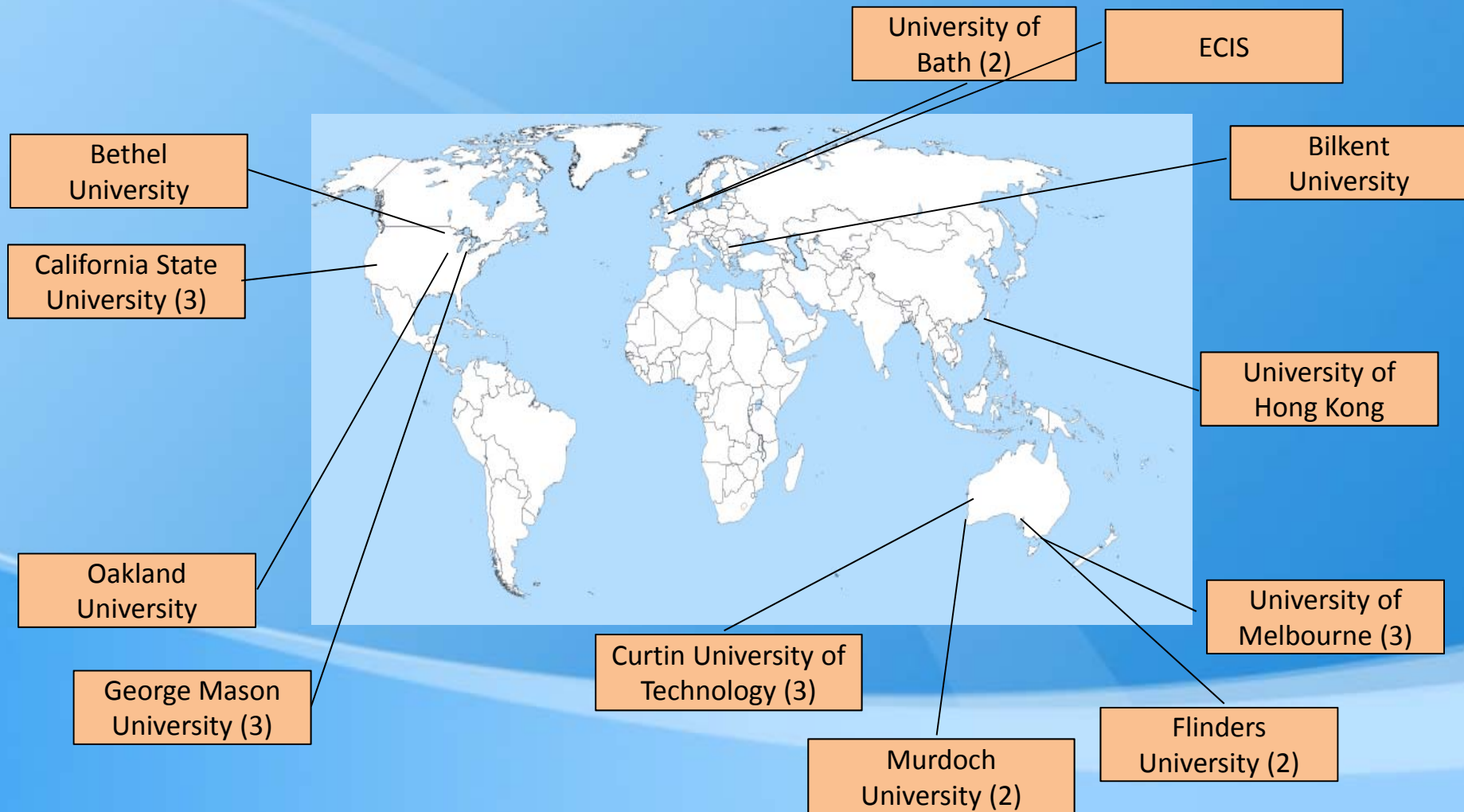
Innovative Model

Two Levels of Awards

Level 1: For pre-service and beginning teachers with little or no IB experience

Level 2: For experienced IB teachers who undertake rigorous Master's or Doctoral research

Institutions offering IB recognized courses of study





Academic/program 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

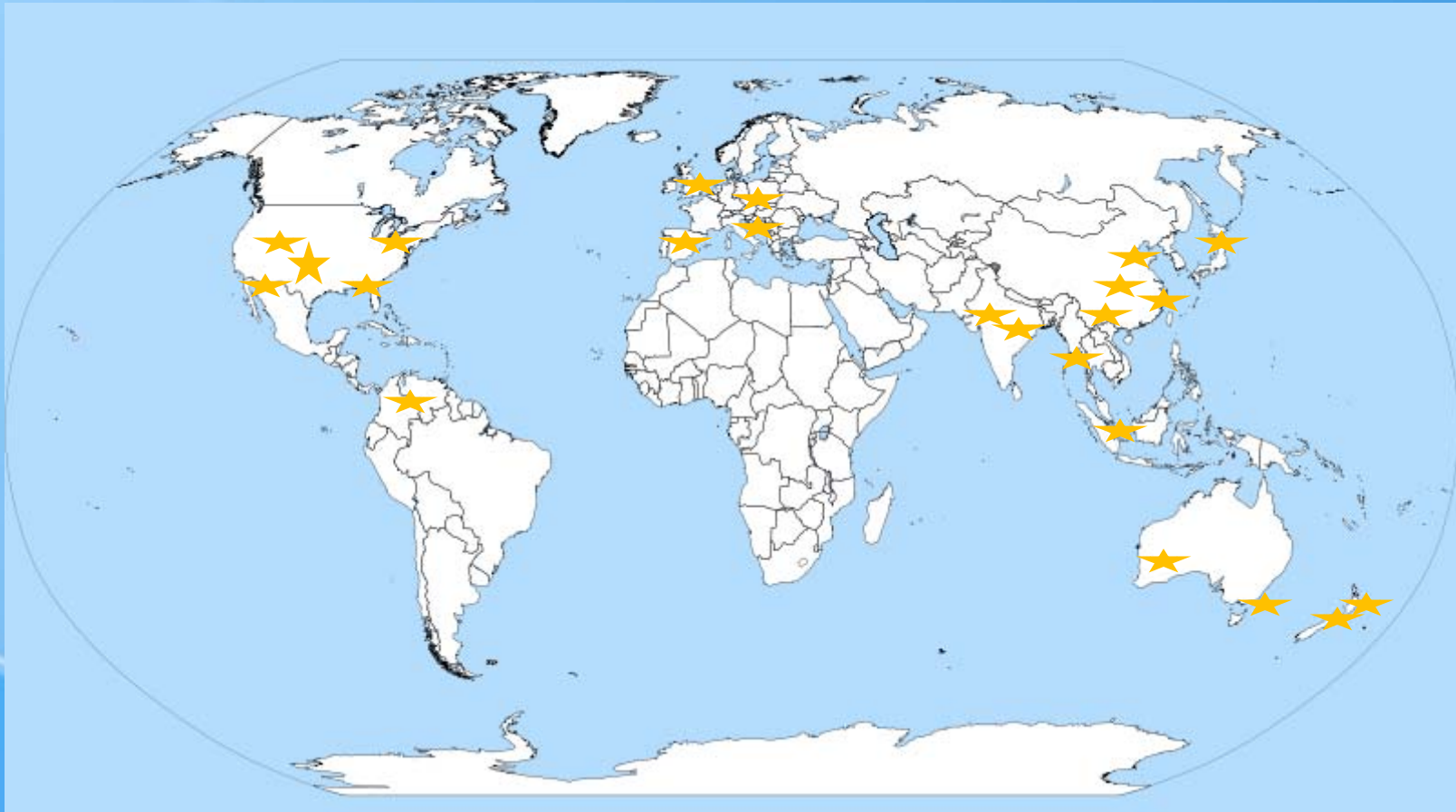
IBEN up skilling

New PD products



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Creative opportunities for experienced workshop leaders



Locations of workshop developers

Category 3 proposal process

- Commissioned workshops
- Proposals
 - 2 part process
 - Reviewed by Global Heads of PD
 - Legal agreements in place

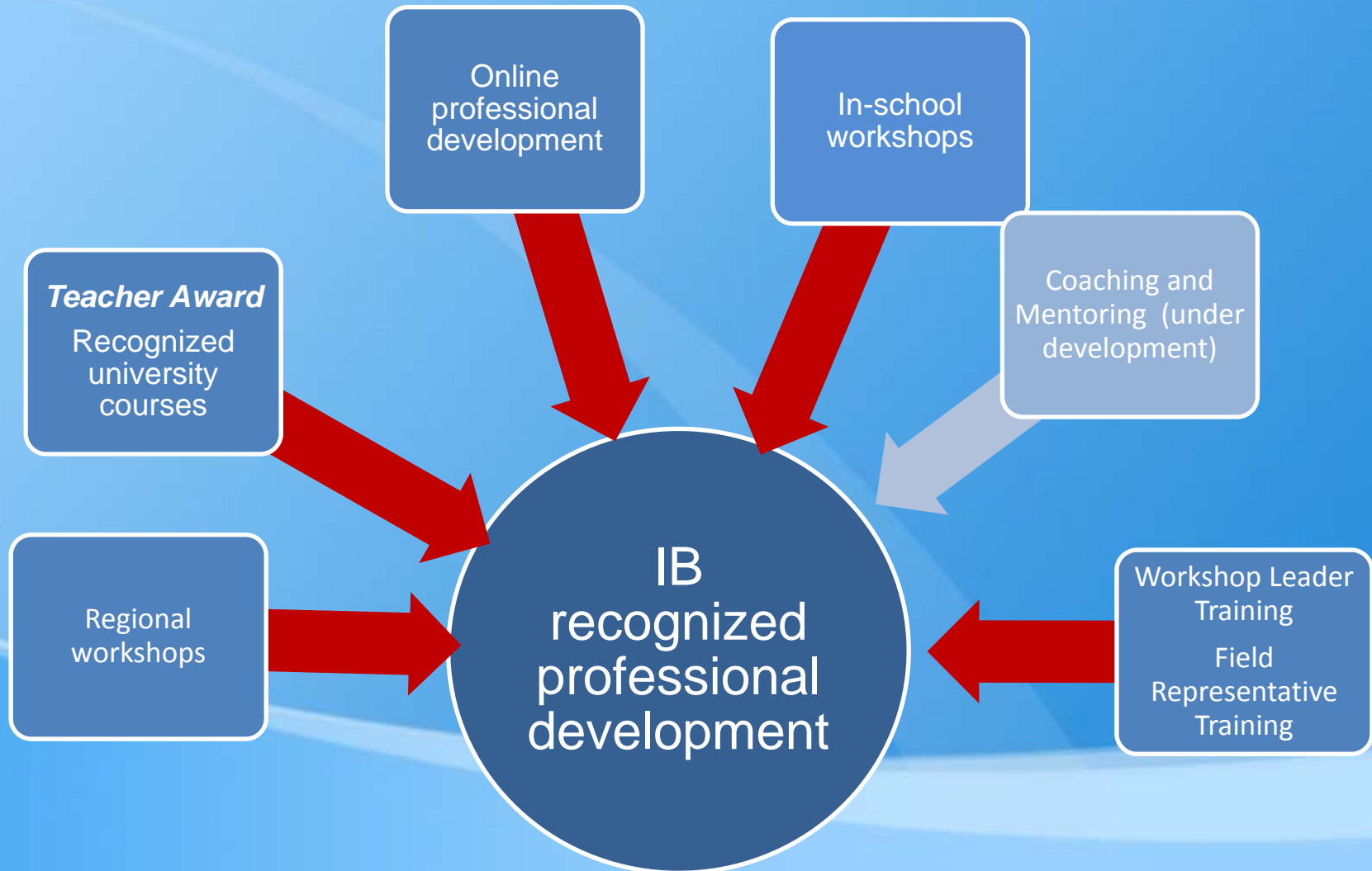


New Product Overview





Community~Connection~Learning Styles



Online Journal of Action Research

- Multimodal
- Four components
 - External Refereed submissions
 - Editor reviewed submissions
 - Research Reviews (universities and other educational organisations)
 - Review of publications (books, journals, multi-modal resources)



Open Classroom doors

- Multi media resource in all 3 languages
- Each school: written, taught , assessed
- 30 videos
- Hundreds of related resources:
 - Unit plans
 - Student samples
 - Teacher assignments
 - Lesson plans

professionaldevelopment.ibo.org/



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