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

<table>
<thead>
<tr>
<th>Quality</th>
<th>Based on quality assurance models that demonstrate high quality throughout our services and schools</th>
</tr>
</thead>
<tbody>
<tr>
<td>Satisfaction</td>
<td>A school-focused approach that achieves year-on-year improvements in school satisfaction</td>
</tr>
<tr>
<td>Scalability</td>
<td>So that growth becomes an opportunity to expand the community rather than a constant challenge.</td>
</tr>
<tr>
<td>Consistency</td>
<td>Based on the best of existing international practice, more innovation and new global systems</td>
</tr>
</tbody>
</table>
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

4,035 total IB Programmes worldwide

IB AMERICAS
2,264 IB Programmes

IB AFRICA, EUROPE, MIDDLE EAST
1,086 IB Programmes

IB ASIA PACIFIC
685 IB Programmes
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

- Americas
- AEM
- Asia Pacific

Years: 2008, 2009, 2010
Online Workshop participants

![Bar chart showing participation by region and year.](chart.png)
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

Cat 3 Growth

<table>
<thead>
<tr>
<th>Year</th>
<th>Online</th>
<th>Face to Face</th>
</tr>
</thead>
<tbody>
<tr>
<td>2010</td>
<td>50</td>
<td>100</td>
</tr>
<tr>
<td>2011</td>
<td>120</td>
<td>160</td>
</tr>
</tbody>
</table>

PAST

Category 1 & 2

Category 3

FUTURE

Category 3

Category 1 & 2
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
Quality Assurance

Professional development

Preliminary results, January 2010 – April 2011
Collaboration
Global / Regional PD

Global

Regional

MATERIALS
LEADER TRAINING
ARCHITECTURE
PD QA
PLANNING
PREPARATION
ON SITE LOGISTICS
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

<table>
<thead>
<tr>
<th>Continuum</th>
<th>DP</th>
<th>MYP</th>
<th>PYP</th>
</tr>
</thead>
<tbody>
<tr>
<td>N</td>
<td>N</td>
<td>N</td>
<td>N</td>
</tr>
<tr>
<td>% Top 3</td>
<td>% Top 3</td>
<td>% Top 3</td>
<td>% Top 3</td>
</tr>
<tr>
<td>Quality</td>
<td>405</td>
<td>12300</td>
<td>6912</td>
</tr>
<tr>
<td></td>
<td>86.2%</td>
<td>91.5%</td>
<td>87.8%</td>
</tr>
<tr>
<td>Expectations</td>
<td>405</td>
<td>12300</td>
<td>6911</td>
</tr>
<tr>
<td></td>
<td>82.2%</td>
<td>89.7%</td>
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<td>94.2%</td>
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<table>
<thead>
<tr>
<th>IBA</th>
<th>IBAEM</th>
<th>IBAP</th>
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<tbody>
<tr>
<td>N</td>
<td>N</td>
<td>N</td>
</tr>
<tr>
<td>% Top 3</td>
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<td>% Top 3</td>
</tr>
<tr>
<td>Quality</td>
<td>17227</td>
<td>5278</td>
</tr>
<tr>
<td></td>
<td>90.7%</td>
<td>90.2%</td>
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<td>5277</td>
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<td></td>
<td>93.3%</td>
<td>93.2%</td>
</tr>
</tbody>
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<table>
<thead>
<tr>
<th>Cat 1</th>
<th>Cat 1&amp;2</th>
<th>Cat 2</th>
<th>Cat 3</th>
</tr>
</thead>
<tbody>
<tr>
<td>N</td>
<td>N</td>
<td>N</td>
<td>N</td>
</tr>
<tr>
<td>Top 3%</td>
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</tr>
<tr>
<td>Quality</td>
<td>10707</td>
<td>1337</td>
<td>10448</td>
</tr>
<tr>
<td></td>
<td>91.1%</td>
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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**

- **Future PD Interests**
  - Language: 34%
  - Assessment: 38%
  - Planning and curriculum development: 16%
  - Teaching practices and practical application: 12%

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Quality Assurance: Participant Baseline Survey

Logistics: Explanation
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>
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<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>
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Percentages represent top 3 categories
Future PD needs
Responding to community – under the PD quality assurance framework in 2011

- SEN
- Learner Profile
- Continuum Category 3
- Developing a Language Policy
- Role of the Librarian
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

**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

*Increased choice*...
What is offered?

**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, Bus Management, Economics, Physics, Math

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
- Gates
- API grant
- Poland
- Romania
- 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

- Bethel University
- California State University (3)
- Oakland University
- George Mason University (3)
- University of Bath (2)
- ECIS
- Bilkent University
- University of Hong Kong
- University of Melbourne (3)
- Curtin University of Technology (3)
- Murdoch University (2)
- Flinders University (2)
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
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

- Customer needs assessment/competitive analysis
- Quality Assurance feedback
- Piloting
- Evaluation
- Development
- Product Launch

NEW GPD PRODUCT OR SERVICE
Community~Connection~Learning Styles

- Online professional development
- In-school workshops
- Coaching and Mentoring (under development)
- Workshop Leader Training
- Field Representative Training
- Regional workshops
- Recognized university courses

IB recognized professional development

Teacher Award
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