IB Professional Development
Developing leaders in international education

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

International Baccalaureate
Baccalauréat International
Bachillerato Internacional
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
PD workshops held globally Jan-Jun 2014
Collaboration

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

- Regional Directors
- Providers
- Networks and Associations
- K to 12 Teachers
- Research
- Universities
- School Services
- IB Coordinators
- Workshop Developers (F2F and Online)
- Programme Development
- PD and our collaborative community
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

Category 3: new offerings

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

PAST

Category 3

Category 1 & 2

FUTURE

Category 3

Category 1 & 2
### Professional development catalogue

<table>
<thead>
<tr>
<th>Category</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Category 3 workshops</td>
<td>175</td>
</tr>
<tr>
<td>Face to face category 3 workshops</td>
<td>140</td>
</tr>
<tr>
<td>Online category 3 workshops</td>
<td>35</td>
</tr>
</tbody>
</table>
Quality Assurance for Professional development
Growth in professional development

- **Online**
- **Onsite**
- **Outsourced**
- **Regional**

### Growth Trends (2009-2013)

- **2009**: 0
- **2010**: 50,000
- **2011**: 62,500
- **2012**: 75,000
- **2013**: 87,500

The graph illustrates the growth in professional development across different categories from 2009 to 2013.
Global & Regional PD collaboration

- Global
  - Materials
  - Leader training
  - Architecture

- Regional
  - Planning
  - Preparation
  - Onsite logistics

PD QA
PD quality assurance: Instruments

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

<table>
<thead>
<tr>
<th>Statement</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</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>workshop</td>
<td></td>
<td></td>
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<td></td>
<td></td>
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</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</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>programme in my school</td>
<td></td>
<td></td>
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<td></td>
</tr>
<tr>
<td>There is an active professional development/learning community in my</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>school.</td>
<td></td>
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<td></td>
<td></td>
</tr>
<tr>
<td>IB does enough to encourage and support the professional development/</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>
<tr>
<td>learning community in your school.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Future PD interests: Participant baseline data

- Language: 34%
- Assessment: 38%
- Planning and curriculum development: 16%
- Teaching practices and practical application: 12%
QA data informs all schools division 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 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
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 (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
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
- 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 programmes
Online PD – connecting educators around the world
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
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
Interactive multimedia environment
Online Participant growth

- 2009: 2561
- 2010: 3347
- 2011: 4792
- 2012: 6117
- 2013: 7770
- 2014: 8662
Where do our participants come from?

Participants from 150 countries
42% participants from IBA
33% participants from IBAEM
25% participants from IBAP
Year on year increase in Online workshops

<table>
<thead>
<tr>
<th>Programme</th>
<th>2013</th>
<th>2014</th>
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<tbody>
<tr>
<td>PYP</td>
<td>30</td>
<td>38</td>
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<tr>
<td>MYP</td>
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<td>55</td>
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<tr>
<td>DP</td>
<td>84</td>
<td>100</td>
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<tr>
<td>IBCC</td>
<td>3</td>
<td>6</td>
</tr>
<tr>
<td>Continuum</td>
<td>7</td>
<td>7</td>
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<tr>
<td>French</td>
<td>14</td>
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<tr>
<td>Spanish</td>
<td>23</td>
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<tr>
<td>Course</td>
<td>Language</td>
<td>Language</td>
</tr>
<tr>
<td>-------------------------------------------</td>
<td>-----------</td>
<td>-----------</td>
</tr>
<tr>
<td>Selection of our new French and Spanish workshops</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Enfoques del aprendizaje</td>
<td>Español</td>
<td>Español</td>
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<tr>
<td>Proyecto de reflexion del COPIB</td>
<td>Español</td>
<td>Español</td>
</tr>
<tr>
<td>Economía</td>
<td>Español</td>
<td>La coordination</td>
</tr>
<tr>
<td>Química</td>
<td>Español</td>
<td>Théorie de la connaissance</td>
</tr>
<tr>
<td>Filosofía</td>
<td>Español</td>
<td></td>
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<tr>
<td>Física</td>
<td>Español</td>
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<td>Artes: enseñanza del currículo del PAI</td>
<td>Español</td>
<td>Comment dispenser le programme de sciences du PEI</td>
</tr>
<tr>
<td>Ciencias: enseñanza del currículo del PAI</td>
<td>Español</td>
<td>Comment dispenser le programme de design du PEI</td>
</tr>
<tr>
<td>Matemáticas: Impartición del PAI</td>
<td>Español</td>
<td>Comment dispenser le programme d'arts du PEI</td>
</tr>
</tbody>
</table>
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)
New online PD products and services

E- Learning resources

20 hours of online mentoring

Access to live webinars and a webinar archive

Video library
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

= 15 hours of PD
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
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
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
PD product development

Global Professional Development Pipeline

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

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

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

*Individual = counting each version and language separately
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.

Welcome to your online workshop

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 these changes and enable participants to begin to develop their own 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, post them in the Discussion Forum.

Structure of the workshop
Module 1 - Introduction to the Workshop
Discussion Forum for Module 1
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
Working with the best

nfer
Higher Education Statistics Agency
Australian Council for Educational Research
Teachers College, Columbia University
epic
Centre for Evaluation & Monitoring
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
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