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PYP professional development planning for schools and individuals

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Who’s here?
What is professional development?

- What do you think professional development is?
- What are your experiences and opportunities?
- How do they influence your practice and practice in your school?
What does the research say?

- Teachers are the most important variable in improving student outcomes (Hattie)
- There is a strong correlation link between professional development and improved learning outcomes (Ingvarson, Guskey)
- Students placed with high performing teachers will progress three times as fast as those placed with low performing teachers (McKinsey)
Professional development is most effective when

- it focuses on improving and building teacher skills for classroom practice
- it mediates through a learning community
- it is lead by a skilled and knowledgeable leader
- it focuses on the everyday work of classroom teachers
- it is data informed and evidence-based
- appropriate time is devoted to teacher learning
Impact on student outcomes

Teacher professional development

Changes in professional knowledge

Changes in teacher practice

Impact on student outcomes
How is IB supporting the development of professional learning communities

PD and our collaborative community

- Regional Directors
- Providers
- Networks and Associations
- Pre K to 12 Teachers
- Research
- Universities
- School Services
- PYP Coordinators
- Workshop Developers (F2F and Online)

Programme Development
Building a community of learners

Research

• Where there is an alignment of a school’s vision statement, teaching and learning strategic plan, and PD plan (Elmore)

• Higher levels of learning communities result in higher student achievement (Marks)

• Build the capacity, not just that of the individual, but of the school community also: here lies the power to sustain change (Newmann)

• Beware of contrived communities (Fullan)
Quality assurance framework

Key drivers of quality
- Variety of teaching and learning strategies
- Programme philosophy
- Programme implementation
- Practical application of theory
IB catalogue of workshops
Global PD Architecture

Category 1
- General introduction to IB philosophy and programme

Category 2
- Enhance the quality of pedagogy and international mindedness

Category 3
- Engage in in-depth investigation into specific areas of interest and expertise
Which type of workshop might be right for me?

Scenarios

• Turn to pages 1 – 3 in the catalogue.
• Read the scenarios.
• How do they support participants to make decisions about the best fit workshop for them?
Helping you get started with implementing the programme

School requirements for authorisation

- The head of school or designee must attend an IB category 1 workshop before submission of Application for candidacy: Primary Years Programme.

- The pedagogical leadership and all faculty who work with PYP students full or part-time must all be trained in IB category 1 workshops.

- It is expected that the professional development has taken place before the verification visit.
Category 1 Titles

- An introduction to the PYP curriculum model
- Making the PYP Happen in the Classroom (EY)
- An introduction to the IB programme standards for administrators new to the PYP
Enrolments 2013

CAT1 Enrollments - English

<table>
<thead>
<tr>
<th>Course</th>
<th>IBA</th>
<th>IBAEM</th>
<th>IBAP</th>
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<tbody>
<tr>
<td>Intro Program Standards Admin</td>
<td>181</td>
<td>13</td>
<td>149</td>
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<tr>
<td>Intro PYP Curriculum Model</td>
<td>1928</td>
<td>201</td>
<td>134</td>
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<tr>
<td>Making PYP Happen</td>
<td>1116</td>
<td>1585</td>
<td>2332</td>
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</tbody>
</table>
What next?

- You/your entire staff have completed the requirements.
Category 2 titles

- Action
- Assessment (EY)
- Collaborative planning
- The exhibition
- Pedagogical leadership (EY)
- Programme of inquiry: A strategy to support a school's self assessment
- Teaching and learning
- The written curriculum
PYP Category 3 workshops

- 3- to 5-year-olds
- Concept-based learning
- Creating inclusive classrooms: Access for all students in the PYP (Special Needs)
- Digital citizenship
- Encouraging children’s creative instincts in the classroom
- Inquiry
- The learning environment and inquiry
- Literacy, Mathematics and symbolic learning in the early years
- Personal, social, and physical education—well-being
- Play-based learning
- Reading and writing through inquiry
- The role of arts
- The role of the coordinator
- 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
Set 1
- Learning through inquiry
- Playful learning in a PYP school
- Creativity and the role it plays in learning
- Inquiry across the curriculum

Set 2
- Action in the PYP
- Students as agents of learning
- Role of students in assessment
- The exhibition as the culminating example of student agency in the PYP
How do we plan PD for our context?

Challenges

• Changing the paradigm
• Quality learning time for teachers
• Changing teachers knowledge and beliefs
• A culture of teachers as learners
PYP PROGRAMME PROFESSIONAL DEVELOPMENT JOURNEY

NOTE: This is an example only. Please refer to “PYP guide to school authorization” and other documents.

Mandatory for leadership before Candidacy

- An introduction to the IB programme standards for administrators new to the PYP, Cat 1

Mandatory for all staff before verification visit

- An introduction to the PYP curriculum model, Cat. 1
- Making the PYP happen in the classroom, Cat. 1
  - Candidate and Authorised

Note: Highly Recommended

- Collaborative planning, Cat. 2
- Teaching and Learning, Cat. 2
- The written curriculum, Cat. 2
- The role of the Coordinator, Cat. 3
- Inquiry, Cat. 3
- Reading and writing through inquiry, Cat. 3
- Bilingual & multilingual teaching and learning, Cat. 3
- Inquiry in the Additional Language, Cat. 3
- Programme of inquiry: A strategy to support schools self-assessment, Cat. 2
- Education for International Mindedness, Cat. 3
- The learning environment and inquiry, Cat. 3
- Music and Inquiry, Cat. 3
- Digital citizenship, Cat. 3
- The Exhibition, Cat. 2 (for authorised schools only)
- Leadership for School Improvement, Cat. 3

There are many IB workshops to choose from. Please refer to the IB catalogue...
Planning Professional Development

Divide into two groups

Planning your PD

Planning PD for your school
PYP EARLY YEARS PROGRAMME PROFESSIONAL DEVELOPMENT JOURNEY

NOTE: This is an example only. Please refer to “PYP guide to school authorization” and other documents.

An introduction to the IB programme standards for administrators new to the PYP, Cat 1
Mandatory for Leadership before Candidacy

An introduction to the PYP curriculum model, Cat. 1
OR
Making the PYP happen in the classroom, Cat. 1
Candidate and Authorised
Mandatory for all staff before verification visit

Teaching and Learning, Cat. 2
Collaborative planning, Cat. 2
The role of the Coordinator, Cat. 3
3-5 year olds, Cat. 3
Play-based learning, Cat. 3
Encouraging children’s creative instincts in the classroom, Cat. 3

Note: Highly Recommended

Assessment in the early years, Cat. 2
Inquiry in the Additional Language, Cat. 3
Pedagogical Leadership in the Early Years, Cat. 2
Transdisciplinary Learning, Cat 3
Personal, social and physical – Well-being, Cat. 3

The role of arts, Cat. 3
The role of language, Cat. 3
The role of mathematics, Cat. 3
The role of physical education, Cat. 3
Bilingual and Multilingual teaching and learning, Cat. 3

Inquiry and the librarian across three programmes, Cat. 3
Education for International Mindedness, Cat. 3
The learning environment and inquiry, Cat. 3
Music and Inquiry, Cat. 3
Digital citizenship, Cat. 3

Programme of inquiry: A strategy to support schools’ self-assessment, Cat. 2
Governance Seminar, Cat. 3 for Heads and Owners / Boards
Creating inclusive classrooms: Access for all students, Cat. 3
Teachers as researchers: From planning to publication
Leadership for School Improvement, Cat. 3

There are many IB workshops to choose from. Please refer to the IB catalogue...

IB Workshops: 2013 - 2014 Catalogue[+]
Framework for Professional Development

Principles

• Professional learning is core to school business
• Improving outcomes for students forms the reason to engage in professional learning opportunities and the basis for evaluating its effectiveness
• Professional learning opportunities build deep pedagogical content and assessment knowledge focused on what is needed to improve outcomes for students
• Professional learning environments are consistent with how people learn (DR Helen Timperley)