



MODES DE LA CONNAISSANCE | FORMAS DE CONOCIMIENTO
WAYS OF KNOWING

IB AFRICA, EUROPE & MIDDLE EAST REGIONAL CONFERENCE 2014

ROME • 16–19 OCTOBER



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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



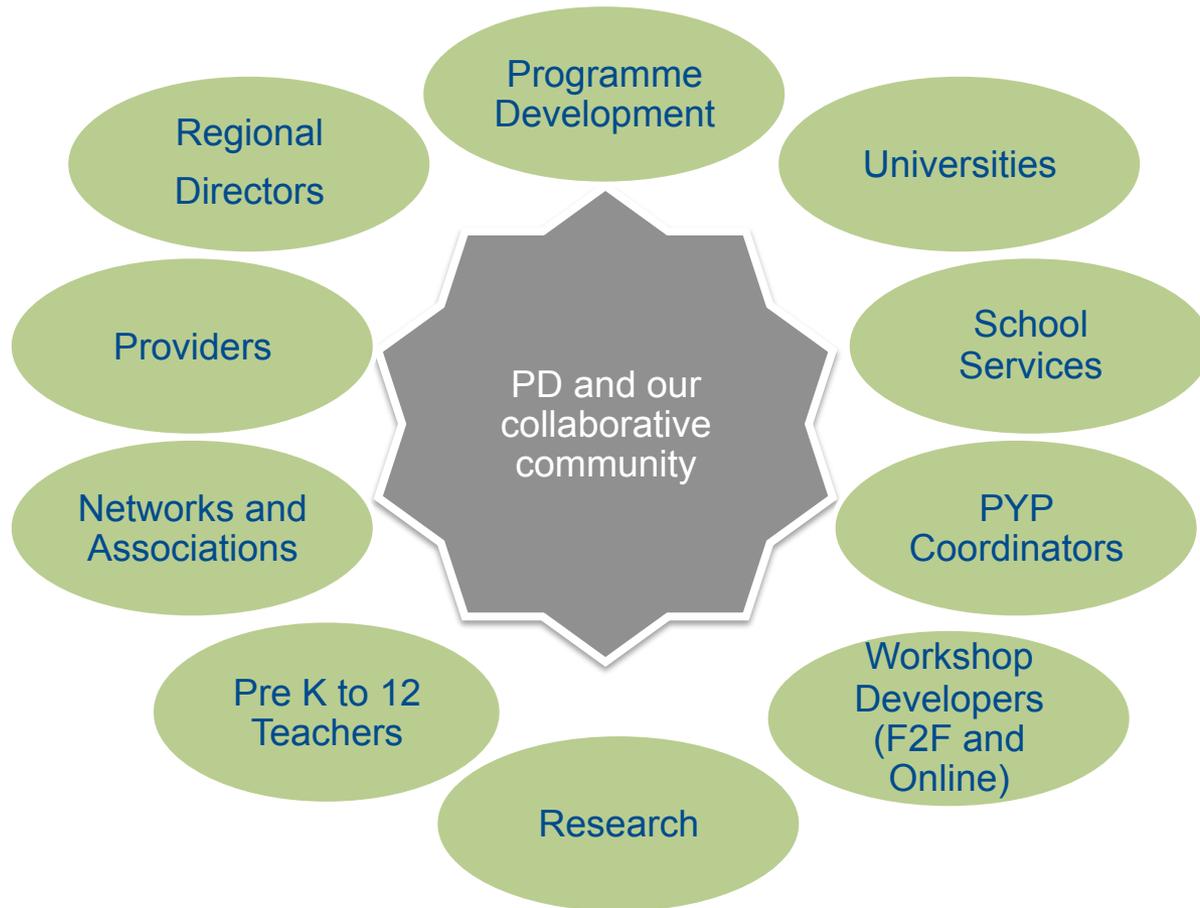
Impact on student outcomes





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How is IB supporting the development of professional learning communities





Building a community of learners

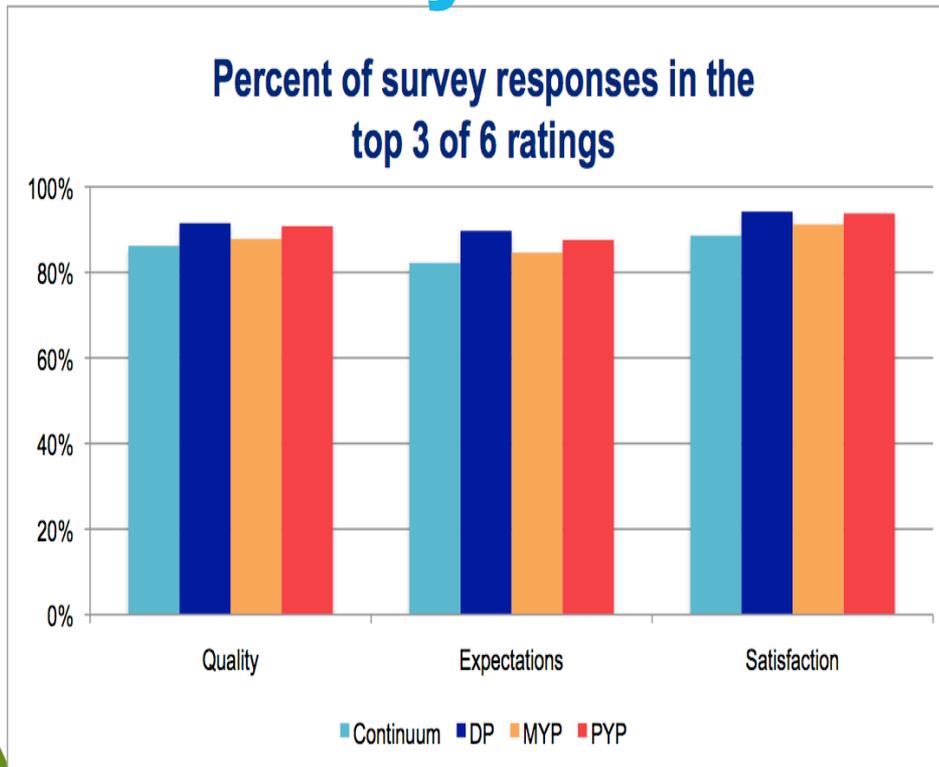
Research

- 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)



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Quality assurance framework



Key drivers of quality

- Variety of teaching and learning strategies
- Programme philosophy
- Programme implementation
- Practical application of theory



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IB catalogue of workshops





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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

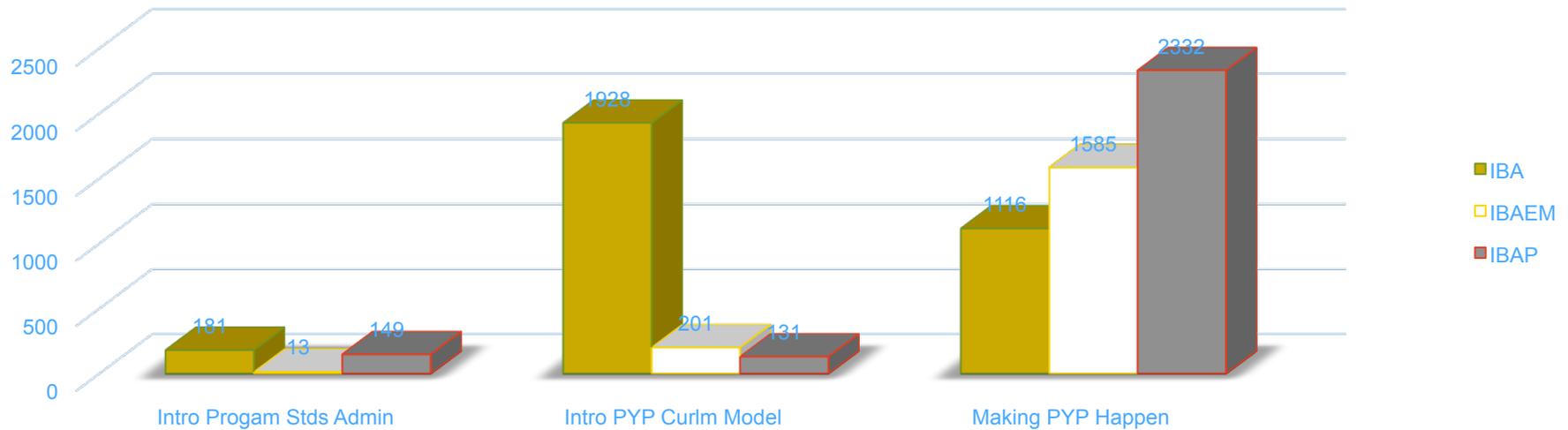
Making the PYP Happen in the Classroom (EY)

An introduction to the IB programme standards for administrators new to the PYP



Enrolments 2013

CAT1 Enrollments - English





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



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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



Webinar Pass 2015

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



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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.



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

Workshop KEY...

- Mandatory for Candidacy
- Pedagogical Leader Pathway
- Category 1 Required for Verification
- Category 2 Workshops
- Category 3 Workshops
- Continuum Workshops

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

Assessment, Cat. 2	Transdisciplinary Learning, cat 3	Pedagogical Leadership, Cat. 2	Bilingual & multilingual teaching and learning, Cat. 3	Inquiry in the Additional Language, 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	Science throughout programme of inquiry, 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 school's self-assessment, Cat. 2	Governance Seminar, Cat. 3 for Heads and Owners / Boards	Creating inclusive classrooms: Access for all students, 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...

IB Workshops: 2013 - 2014 Catalogue[+]

Workshop Registration Page [click here\[+\]](#)

What is a Category 1, 2, 3 workshop? [click here\[+\]](#)



Planning Professional Development

Divide into two groups

Planning your PD

Planning PD for your school

PYP EARLY YEARS PROGRAMME PROFESSIONAL DEVELOPMENT JOURNEY

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Category 1 Required for Verification

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What is a Category 1, 2, 3 workshop? [click here](#)[+]

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
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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)