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## BUILDING AND TRAINING A COMMUNITY OF GLOBAL TEACHERS. THE CASE OF THE INTERNATIONAL BACCALAUREATE.

### CONSTRUYENDO Y FORMANDO UNA COMUNIDAD GLOBAL DE DOCENTES. EL CASO DE BACHILLERATO INTERNACIONAL.

Maripé Menéndez

#### ABSTRACT

The phenomenon of globalization recognizes the relevance of education and learning in understanding and resolving global issues in social, political, cultural, economic and environmental areas. The role of education is moving beyond the development of knowledge and cognitive skills to the building of values, soft skills and attitudes among learners. Education is expected to facilitate international cooperation and promote social transformation in an innovative way towards a more just, peaceful, tolerant, inclusive, secure and sustainable world (UNESCO, 2014).

While there is a clear shift towards students' education as a consequence of globalisation, teacher-training education remains at local levels and is slowly evolving to a global context. This paper aims to explain the International Baccalaureate teacher-training model as a case study of a truly self-feeder global community of international teacher training and development.

**Key words:** Teacher training, IB, international education, global education, global competence

#### RESUMEN

El fenómeno de la globalización reconoce la relevancia de la educación y el aprendizaje en el entendimiento y solución de problemas globales de carácter social, político, cultural, económico y medioambiental. El rol de la educación se está moviendo más allá del desarrollo del conocimiento y habilidades cognitivas hacia la construcción de valores, habilidades y aptitudes entre estudiantes. Se espera que la educación facilite la cooperación internacional y promueva la transformación social de una forma innovadora hacia un mundo más justo, más pacífico, más tolerante, más inclusivo, más seguro y más sostenible (UNESCO, 2014).

Mientras que hay un claro cambio hacia la educación de alumnos como consecuencia de la globalización, la educación de profesores se mantiene en niveles locales y avanza muy lentamente hacia un contexto global. Este artículo trata de explicar el modelo de desarrollo profesional del Bachillerato Internacional como un estudio de caso de una comunidad global que se auto-nutre en desarrollo y educación internacional de su profesorado.

**Palabras clave:** Formación del profesorado, IB, educación internacional, educación global, competencia global

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## INTRODUCTION

Global Citizenship Education (GCED) has been endorsed as target 4.7 of the education goal in the outcome document “*Transforming our world: the 2013 Agenda for Sustainable Development*” adopted by consensus at the United Nations Summit held at UN Headquarters in New York from 25 to 27 September 2015.

There is a consensus among most nations that there is a need to educate the so-called global citizen to live in a complex and globalized world. Levin (2001) defines globalization as “both a condition (the world as a single place) and a process (linking localities to each other)”. According to Held et al. (1999); it is possible to distinguish three broad different schools of thought dealing with globalisation. The first, known as hyperglobalisation, is the most extreme in predicting that obsolete nations will be replaced by the global market. Indeed, it goes further, suggesting that decisions are taken more rationally by the market than by governments (Walker, 2000). The second one is known as nomadisation. Makimoto and Manners (1997), argue that we have entered a new nomadic age. These new global nomads are well-educated elites, cosmopolites, while those without proper schooling are the losers and will not be able to migrate freely. In fact, this phenomenon of globalization excludes more nations that it embraces. The third, known as transformalisation, insists that global markets are not replacing nations, but are transforming the relationships within and between them (Anttila-Muilu, 2004). Paradoxically, the global will encourage the local and we shall need to learn to operate at a series of different political levels: the global, the transnational, the national and the local (Walker, 2000).

In the XXI century, the humanity is facing enormous challenges and one of it relates to how will evolve what today we understand as a globalized world. Education has always tried to advance the future so our next generations are well prepared to overcome hurdles and continue to pursue a more just and peaceful world. In this sense, education is an act of hope in the face of an-always uncertain future. But what we are certain today is that we need to master global competences to live in growing interconnected societies.

In 1993, Drucker articulated what his vision of “tomorrow’s Educated Persons” (p 195). Tomorrow’s Educated Person will have to be prepared for living in a global world. They must be ‘citizens of the world’ in their vision their horizon and their information. But they will have to draw nourishment from their local roots and, in turn, enrich and nourish their own culture. Andreas Schleicher in OECD *Global Competency for an inclusive world* (2016) reports that “the more interdependent the world becomes, the more we rely on collaborators and orchestrators who are able to join others in work and life. Schools need to prepare students for a world in which people need to work with others of diverse cultural origins, and appreciate different ideas, perspectives and values; a world in which people need to develop trust to collaborate across such differences; and a world in which people’s lives will be affected by issues that transcend national boundaries”.

Global Competence is a complex learning goal. To be made tangible, it needs to be broken down into separate and measurable learning objectives (Deardorff, 2014). The OCDE proposes to deconstruct the macro domain of global competence into “dimensions” which are in turn broken down into distinct “components” that can then be measured. The definition of Global Competence proposed by the OECD for PISA is new and challenging: Global competence is the capacity to analyse global and intercultural issues critically and from multiple perspectives, to understand how differences affect perceptions, judgements, and ideas of self and others, and to engage in open, appropriate and effective interactions with others from different backgrounds on the basis of a shared respect for human dignity (OECD, 2016).

Globalisation brings innovation, new experiences and higher living standards; but it equally contributes to economic inequality and social division. Gabriela Ramos, OECD Chief of Staff, rises in the OECD report mentioned above that “reinforcing global competences is vital for individuals to thrive in a rapidly changing world and for societies to progress without leaving anyone behind” (OCDE, 2016).

## 1. TEACHER TRAINING IN A GLOBALISED WORLD

Teacher educators who attempt to prepare prospective teachers for the current context and immediate future one, need to produce Drucker’s (1993) tomorrow’s Educated Person with OECD Global Competence and reaching the broadest community of educators so we create a more inclusive world.

Teacher educators, however, of necessity operate within a specific social, economic, and political context, where the curriculum of schools and teacher education is influenced by multiple, and often conflicting, agendas. They are required to produce teachers who are able to adhere to the legislative and systematic requirements of the specific context and whose knowledge, skills and values, and attitudes are reflective of the curriculum philosophy and models that form the basis of the particular educational system in which the training is occurring (Burman et al. 2016). In the transformational approach to the concept of globalisation, teacher education should produce teachers who are able to operate globally and locally, and manage potential tensions between the two.

In the nomadic approach to globalisation, while professional mobility have formed a key part of the latest human resources strategy to advance human capital in organizations, there has been very little effect on the teaching profession. Whether related to abroad teacher education or international teaching jobs, it has been considered as a niche in comparison to other sectors and always related to the well-educated elite teachers.

Within the European Union and following the Treaty of Amsterdam, we might have been expected before long to have adopted shared ways and means across Europe to look for common criteria for recognition of qualifications and experience, in order to promote teacher mobility or at least make it possible, even though forms and structures will develop differently in different local contexts (Sayer, 2006). Until 1996 there were significant studies (e.g. de Crayencour, 1981; Smith, 1992) and projects to develop the ‘European Teacher’, a first attempt for transnational teacher denomination.

Debates have always been in relation to mobility and/or recognition of qualifications (e.g. the Overseas Trained Teachers Programme (OTTP) in England) but not in relation to generating teachers with a global competence to promote global citizenship among their community of students. In such a context, studies of foreign nationals in initial teacher training in other countries are valuable indicators of experienced difference (Jones, 2000) but there is still to be found whether local teachers are being training to integrate their local experience within a multiple perspective education.

Learning global competences cannot be achieved by simply including more material in the curriculum. For example, lecturing about intercultural respect and dialogue can raise awareness of students, but it is unlikely to have a transformational effect on attitudes such as openness (OCDE, 2016).

Teacher education and professional training are crucial to the successful implementation of global competence education. Specific training programmes and modules can help teachers to acquire a critical awareness of the role education can play in the struggle against racism and discrimination; the skills to acknowledge and take into account the diversity of learner's needs – specially those of minority groups; and a command of basic methods and techniques of observation, listening and intercultural communication (UNESCO, 2007). The challenge to comply with UNESCO recommendations relies in the fact that the racial and other demographics of teacher education parallel the profile of teacher candidates (Gay, 1997). MacDonald et al. (2003) note that faculty in colleges of education share race and other features with the preservice teachers they teach, noting that 80% of education faculty are White, and 63% have grown up in communities where they had “little contact with people they would later identify as ethnically or racially ‘different’”. In addition, less than a third have travelled extensively outside their own country and “their preK-12 classroom teaching ... was seldom in urban settings with diverse student populations”. Similarly, Ladson-Billings (1995) points out that a very small percentage of professors in colleges of education have experience teaching in our nation's (USA) urban schools. Fullan (1993) points out that, “one of the best-kept secrets in education is the fact that the typical education professor has fewer than five years experience in the ‘real world’ of k-12 education”. Zeichner (1996) adds, “most of the education faculty who must counted on to improve the preparation of teachers for diversity are as lacking in interracial and intercultural experiences as their students”.

Sara Coumantarakis in Roberts (2009), makes a reflexion of the underlying purpose of a global educator who “teaches toward a vision of the world in which the environment is cared for: human development is sustainable; human rights are protected; cultural diversity is valued and a culture of peace is the norm”.

In addition, The Global Education Network (GLEN) summarized the pedagogy of global education, directly transferable to education for global citizenship. It is:

- Learner-centred
- Participatory
- partnership-based: the educator is not a teacher who transmits knowledge and skills, but is a learner her/himself,
- concerned with addressing, in the learning process, reflection (head), emotions (heart) and activity (hand),
- experienced-based,
- activating,
- empowering.

And Merry Merryfield, also in Roberts (2009), recommends the following strategies on how to take the pedagogy of global education into action:

- Teach against stereotypes, exotica and the simplification of other cultures and issues facing the planet
- Foster the habit of examining multiple perspectives and primary sources relating to people of minority cultures, or those whose views are rarely heard in mainstreams texts or media.
- Teach about power, discrimination, conflict and injustice and their effects on the construction of knowledge, the use of language and people's worldviews.
- Provide students with cross-cultural experiential learning-opportunities to work with people from different backgrounds to their own.

While there is a growing concern on the need of educating our Youngers in a global citizenship, which is shared by most nations, and how to the pedagogy of global education should be taken into action; professional development does not advance at the same path. Restrictions arose mainly

on country regulations on teacher training and it seems difficult to arrive to a shared description of the type of training needed to become a global teacher.

One example of global teacher training is the International Baccalaureate that has emerged as a well-established worldwide provider of professional development. This paper aims to explain the IB model that may serve as an example of supranational teacher training.

## **2. THE INTERNATIONAL BACCALAUREATE**

Founded in 1968, the International Baccalaureate (IB) is a non-profit educational foundation offering four highly respected programmes of international education that develop the intellectual, personal, emotional and social skills needed to live, learn and work in a rapidly globalizing world.

The International Baccalaureate (IB) is more than its educational programmes and certificates. It's motivated by a mission to create a better world through education. It promotes intercultural understanding and respect, not as an alternative to a sense of cultural and national identity, but as an essential part of life in the 21st century.

All of this is captured in the mission statement:

- The International Baccalaureate® aims to develop inquiring, knowledgeable and caring young people who help to create a better and more peaceful world through intercultural understanding and respect.
- To this end the organization works with schools, governments and international organizations to develop challenging programmes of international education and rigorous assessment.
- These programmes encourage students across the world to become active, compassionate and lifelong learners who understand that other people, with their differences, can also be right.
- Schools must be authorized, by the IB organization, to offer any of the programmes. Currently the International Baccalaureate (IB) offers 4 educational programmes.

In 1968, the IB Diploma Programme (DP) was established to provide a challenging and comprehensive education that would enable students to understand and manage the complexities of our world and provide them with skills and attitudes for taking responsible action for the future. Such an education was rooted in the belief that people who are equipped to make a more just and peaceful world need an education that crosses disciplinary, cultural, national and geographical boundaries.

With the introduction of the Middle Years Programme (MYP) in 1994 and the Primary Years Programme (PYP) in 1997, the IB identified a continuum of international education for students aged 3 to 19. A decade later, the adoption of the IB learner profile across the continuum described internationally minded learners of all ages. The learner profile continues to provide important common ground for these challenging, stand-alone programmes, each developed as a developmentally appropriate expression of the IB's educational approach. The introduction of the IB Career-related Programme (CP) in 2012 enriches this continuum by providing a choice of international education pathways for 16- to 19-year-old students.

The International Baccalaureate currently works with more than 4,300 schools in 147 countries. The IB offers IB programmes in state funded; state subsidized and private schools all around the world.



## **2.1. GLOBAL CONTEXTS IN AN IB EDUCATION**

In our highly interconnected and rapidly changing world, IB programmes aim to develop international-mindedness in a global context. The terms “international” and “global” describe that world from different points of view—one from the perspective of its constituent parts (nation states and their relationships with each other) and one from the perspective of the planet as a whole. Sharp distinctions between the “local”, “national” and “global” are blurring in the face of emerging institutions and technologies that transcend modern nation states. New challenges that are not defined by traditional boundaries call for students to develop the agility and imagination they need for living productively in a complex world.

An IB education creates learning communities in which students and teachers can increase their understanding of language and culture, which can help them to become more globally engaged. Education for international-mindedness relies on the development of learning environments that value the world as the broadest context for learning. IB World Schools share educational standards and practices for philosophy, organization, curriculum and professional development that can create and sustain authentic global learning communities. In school, students learn about the world from the curriculum and from their interactions with other people. Teaching and learning in global contexts supports the IB’s mission “to develop inquiring, knowledgeable and caring young people who help to create a better and more peaceful world through intercultural understanding and respect” (IB, 2013).

## **2.2. MULTILINGUALISM AND INTERCULTURAL UNDERSTANDING**

For the IB, learning to communicate in a variety of ways in more than one language is fundamental to the development of intercultural understanding. IB programmes, therefore, support complex, dynamic learning through wide-ranging forms of expression. All IB programmes require students to learn another language.

Intercultural understanding involves recognizing and reflecting on one’s own perspective, as well as the perspectives of others. To increase intercultural understanding, IB programmes foster learning how to appreciate critically many beliefs, values, experiences and ways of knowing. The goal of understanding the world’s rich cultural heritage invites the IB community to explore human commonality, diversity and interconnection.

## **2.3. GLOBAL ENGAGEMENT**

Global engagement represents a commitment to address humanity’s greatest challenges in the classroom and beyond. IB students and teachers are encouraged to explore global and local issues, including developmentally appropriate aspects of the environment, development, conflicts, rights and cooperation and governance. Globally engaged people critically consider power and privilege, and recognize that they hold the earth and its resources in trust for future generations.

An IB education aims to develop the awareness, perspectives and commitments necessary for global engagement. The IB aspires to empower people to be active learners who are committed to service with the community (IB, 2013).

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### **3. THE INTERNATIONAL BACCALAUREATE PROFESSIONAL DEVELOPMENT MODEL**

The International Baccalaureate’s professional development supports the on-going commitment of IB educators to be critical, reflective practitioners who value lifelong learning. IB professional development gives educators opportunities to develop a deeper understanding of what it means to be an excellent internationally minded teacher. It goes beyond helping educators simply learn new skills by encouraging them to develop new insight into pedagogy and their own practices (Bergeron & Dean, 2013).

#### **3.1. SCHOOLS AS PROFESSIONAL LEARNING COMMUNITIES**

The principle of creative teacher professionalism emphasizes the importance of teachers being critically self-reflective practitioners who model the approaches to learning (ATL) they expect of their students in their own approaches to teaching. Professional learning plays an important role in promoting and supporting this practice. The goal of professional learning is “improved student learning through enhanced teacher practice” (Calnin 2006, p. 3).

In the context of the IB, professional learning can be viewed as an on-going commitment by teachers, supported by the school, to develop the learner profile attributes in their own practice. Professional learning involves a process of critical self-reflection in which teachers develop a deeper understanding of what it means to be an effective internationally minded teacher who is able to support students in demonstrating the intended learning outcomes prescribed by the curriculum. Professional development is an essential part of this process.

IB World Schools are encouraged to view themselves as professional learning communities. They should demonstrate the following characteristics.

- A shared vision of the school values and mission, which is consistent with the IB’s mission statement and values
- Continuous and on-going commitment to improvement
- A culture of collaboration that is embedded into working practices: trust and risk-taking are encouraged; teachers openly share their professional practice
- Emphasis on the school culture, not just on organizational structures
- A focus on, and commitment to, learning and teaching
- Supportive, shared and devolved leadership that includes teachers as well as school leaders: all adults in the school, as well as students, should demonstrate and model a commitment to lifelong learning and to the IB learner profile; the school needs to be a learning organization, continually reflecting and evaluating current practice with a view to improving

Building an effective and supportive learning community, with a commitment to continuous improvement, is vital for the successful implementation and development of the IB Programmes in schools.

#### **3.2. PROFESSIONAL DEVELOPMENT OPPORTUNITIES OFFERED BY THE IB**

The IB is committed to supporting schools and teachers in the process of professional learning by providing a range of professional development opportunities, which include the following.

A programme of IB workshops and conferences designed to help teachers and administrators in IB World Schools better understand and deliver the programmes. Additionally, IB-endorsed

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workshops offered by approved partners are organized around the world and are targeted to meet the needs of teachers who have different levels of experience.

In addition to workshops, the IB also offers the teacher certificate scheme: four different professional certificates (two IB educator certificates, IB certificate in teaching and learning and IB advanced certificate in teaching and learning research, and two IB leadership certificates, IB certificate in leadership practice and IB certificate in leadership research), which are offered at an increasing number of universities worldwide.

The online curriculum centre (OCC) is a website where all IB fee-covered publications are published and a portal through which teachers can access subject-specific forums, frequently asked questions and teacher support material. Informal, yet valuable professional development can be obtained by careful perusal of IB documents and engaging with other IB practitioners through the collaborative learning forums.

IB regional associations, which offer professional development opportunities. While some of these are approved partners offering IB-endorsed workshops, others offer informal professional development opportunities that are often particularly valuable as they can address DP implementation and development issues within a local context.

While the IB provides professional development, it also encourages schools to work on creating the reflective collaborative culture that is essential for professional learning to occur. The IB encourages schools to have integrated plans so that teachers who attend workshops bring their learning back to their team as well as practise, and perhaps even receive coaching or peer support on implementing new ideas.

### **3.3. PROFESSIONAL DEVELOPMENT EXPECTATIONS**

The IB has specific professional development requirements which all IB schools must meet at key points: before candidacy can be awarded, before the school can be authorized, and at each subsequent evaluation. The IB requires that teachers new to the IB undergo initial professional development that introduces them to the course(s) and core components they will be teaching. Professional development should be on-going for all teachers in a school, irrespective of their experience.

Professional development should not only be for subject specialists, but for staff involved in all aspects of implementing IB programmes, including librarians, administrators, counsellors, learning support teachers, IB coordinators and CAS<sup>1</sup> coordinators. All teachers have a responsibility to support students who are studying in a language that is not their best language and they may require additional professional development to provide this language support.

IB professional development workshops are also provided for experienced teachers where excellent practice is demonstrated and discussed to support professional learning. In addition, the IB encourages teachers to take advantage of professional development opportunities beyond IB face-to-face workshops and online courses. Teachers may choose to use the IB educator certificates as one avenue, or they may explore alternatives that help them develop their professional skills and understanding. Professional development events should be linked to teacher professional learning, resulting in an individual as well as a collective professional development plan, so that the targets

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<sup>1</sup> CAS: Creativity, action and service



and opportunities that emerge are directly relevant to the needs and experience of the individual teacher as well as the priorities of the school.

The OCC is a resource that is included in the annual school fee. It is easily accessible to teachers, contains a wide range of resources and information, and provides an opportunity for teachers to see how other teachers around the world approach common IB issues. It covers the teaching of all subjects and should be regularly used.

Using professional development opportunities provided by the IB or other organizations is only one aspect of supporting a professional learning community. Creating the right learning environment is just as, if not more important. The principle of creative teacher professionalism and the programme standards and practices define expectations that are supportive of IB World Schools as professional learning communities. All IB teachers need to understand and support the vision and principles of the organization and to model the learner profile in their own behaviour and teaching.

Experienced IB teachers are encouraged to take advantage of a wide range of professional IB opportunities through the IB educator network (IBEN), including becoming IB examiners, moderators, deputy chief examiners, OCC forum moderators, workshop leaders, authorization team members and/or members of IB curriculum development committees. Active involvement in worldwide programme support and assessment provides a uniquely valuable form of professional development and is a service to the school as well as the wider IB community.

### **3.4. CONCEPTUAL FRAMEWORK**

The International Baccalaureate has created a vivid global teaching community. The implementation of IB professional development and school services depends on a diverse and active community of global educators, who are passionate about the IB mission to ensure high quality international education with the aim of creating a more peaceful world.

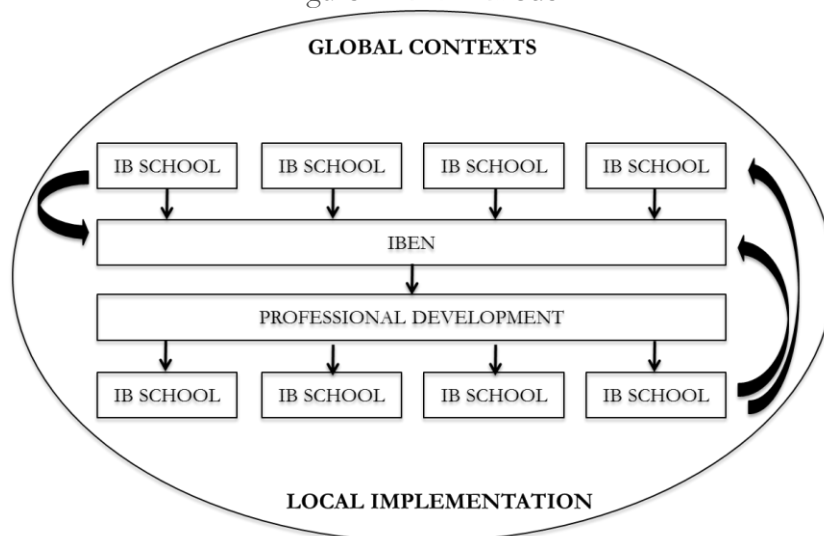
The International Baccalaureate educator network (IBEN) brings together IB trained educators, who take up these roles – which are crucial to the growth and quality of the IB. IBEN works within a global quality assurance framework, ensuring consistency in the delivery of services. IBENs are welcome from any type of schools from any country in the world.

By joining IBEN, teachers will:

- Play a crucial role in implementing the IB mission
- Gain a rich learning experiences as well as ongoing professional development
- Improve the quality of your classroom teaching
- Enhance your competitive advantage in the education sector
- Get access to IB community resources
- Be part of a dynamic, worldwide network of educators.

The IB has created a global network of teachers who develop workshops and implement them to train each other so no one is left behind.

Figure 1. IB PD model



Source: Original material

IBEN also benefits schools, which have the opportunity to comment on IB programme development, enjoy the input of new ideas from IB educators, and have training paid for by the IB.

### 3.5. ARCHITECTURE OF WORKSHOPS

#### 3.5.1. CATEGORY 1 WORKSHOPS: DEVELOPING EXPERTISE IN NEW IB EDUCATORS, WHICH FOCUS ON IB PHILOSOPHY AND IMPLEMENTATION

Category 1 workshops provide professional development and assistance for schools that have decided to apply for IB authorization, the process schools undertake to become IB World Schools. Educators who are new to a school with an existing IB programme, or those interested in joining an IB school, should also consider category 1 workshops. Participants will learn about:

- the basic philosophy and curricular model of the programme
- programme standards and practices appropriate to the participants' role
- the appropriate programme framework for their programme of choice.

#### 3.5.2. CATEGORY 2 WORKSHOPS: DEVELOPING EXPERTISE IN CURRENT IB EDUCATORS, WHICH FOCUS ON DELIVERY OF THE FOUR IB PROGRAMMES OF EDUCATION

Category 2 workshops look at assessment, teaching and learning methodologies, and best practice in the classroom. They are for educators who have already been teaching their particular IB programme. Participants will be expected to have a good understanding of their programme, as well as practical experience in assessment, so they can share good practices.

They will:

- Make connections between programme frameworks and classroom practice
- Enhance their understanding of assessment in IB programmes
- Discuss and analyse standards and practices appropriate to their role
- Engage in discussion and activities aimed at sharing pedagogical techniques.

### **3.5.3. CATEGORY 3 WORKSHOPS: STRENGTHENING SKILLS AND SHARING EXCEPTIONAL PRACTICE FOR EDUCATORS TO BUILD ON AND ENHANCE THEIR PROFESSIONAL DEVELOPMENT PORTFOLIOS**

Category 3 workshops vary in terms of audience. Some are for more experienced educators who want to enhance their professional development portfolios, while others are for all educators – those with and without a great deal of experience.

Participants will engage in detailed discussions on topics such as learning theory, pedagogy, assessment, and other scholarly interests.

These workshops also cover subject-specific content, administrative and pedagogical leadership, and subject-specific seminars on changes to the IB curriculum.

### **3.6. DELIVERY MODELS OF PROFESSIONAL DEVELOPMENT**

The International Baccalaureate offers both face-to-face and online professional development.

A robust quality assurance framework supports all IB professional development opportunities to ensure they meet the same high standard at every event they host, no matter where in the world it is held.

- Face-to-face events

The IB runs many face-to-face events, throughout the year, all over the world. Each event includes several workshops. One workshop provides 15 hours of professional development, across two-and-a-half days. This offers the opportunity for sustained focus on professional growth and development – without distraction.

Face-to-face workshops also provide:

- Collaborative learning experiences
- Opportunities to network and share best practice with peers
- Regional and global perspectives
- Personal interactions with colleagues.

- On-line workshops:

While the topics are similar to those offered at face-to-face events, online workshops provide flexibility and convenience for educators unable to travel to an event. They are also cost-effective, and available at any time – meaning that you can complete them without taking time out of school.

- Webinars:

Alongside these workshops, the IB provides online seminars – known as webinars – that develop expertise by providing brief, specific snapshots of different aspects of IB programmes.

- Language of delivery

The International Baccalaureate has 3 working languages: English, French and Spanish and a complete range of workshops is offered in those languages. In addition, the IB has access

languages, which has fostered to provide PD training in other languages. Among those in offer are Arabic, Chinese, German, Indonesian, Japanese and Turkish.

- Multiple perspectives:

The IB Professional Development team provides each workshop leader with a global session guidelines for each category workshop. It also includes access to the workshop leader resource centre (WRC). Global guidelines include detailed planners showing session-by-session detail of learning engagements, which serves as an exemplar of how the workshop could be lead. Workshop leaders are invited to revise the order of sessions or change learning engagements and supporting materials providing the workshop remains:

- True to the session guidelines alternative third party materials are cleared for copyright permissions alternative learning engagements reflect successful adult learning.
- IB branded powerpoint presentations which invited ws leaders may use or revise as per guidelines above
- Student samples identified for either a category 1 or 2 workshop
- A range of suitable published articles with copyright permission for use in workshops.
- Excerpt chapters from IB books suitable for workshop use.
- An expanding list of exemplar activities that can be incorporated into any category 1 or 2 workshop

In this sense IB Professional Development training becomes flexible to adapt to multiple perspectives and contexts. Mc Kenzie (1998) argues that the world international, when used in the dimension of the International Baccalaureate includes five different meanings. These he describes as non-national (not subject to the requirements or standards of any particular national system), pan-national (seeking to build bridges between countries), ex-national (in the sense of international mobility, multi-national (as in the context of the curriculum, which draws from a number of national education systems) and transnational (in the sense that it leads to a certificate which allows students and teachers to cross educational borders, with the same case that a valid passport permits movement from one country to another.

## CONCLUSION

The IB's work is informed by research and by over 48 years of practical experience. This overview honours the vision that launched the IB and sustains its growth today. The dynamic legacy of the IB's founders continues to support a growing global network of schools dedicated to high-quality education, on-going professional development and shared accountability.

The IB has always championed a stance of critical engagement with challenging ideas, one that values the progressive thinking of the past while remaining open to future innovation. It reflects the IB's commitment to creating a collaborative, global community of students and teachers united by a mission to make a better world through education.

The aim of all IB programmes is to develop internationally minded people who, recognizing their common humanity and shared guardianship of the planet, help to create a better and more peaceful world.

Informed by these values, an IB professional development promotes the delivery on an IB education which:

- Centres on learners
- Develops effective approaches to teaching and learning
- Works within global contexts
- Explores significant content.

In general terms, the concept of teacher development is still unclear. Fullan and Hargreaves (1992) comment on “how little systematic attention has been devoted to understanding the topic”, and point out that “it is only in the last few years that teacher development as a concept has come under scrutiny”. It seems that students’ needs of education are coming faster than teachers’ development.

While the International Baccalaureate remains as a niche global educational offering, its active community of teachers is self-feeder of teachers’ development needs and training opportunities; making a unique approach to teacher training. In addition the multicultural and social and socio-economic diverse community of teachers makes the IB professional development, a truly global model of professional development which allows an international training and a local implementation.



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## **SOBRE LA AUTORA**

Maripé Menéndez currently works as Regional Manager for Spain and Portugal for the International Baccalaureate (IB) in its Africa, Europe and Middle East Regional Office located in The Hague, The Netherlands. Previously she was Senior Advisor for Development, Marketing and Communications in the IB Foundation Headquarter in Geneva, Switzerland. Maripé has developed different research studies in relation to the development and recognition of IB programmes in Europe and is currently a member of the task-force of the IB in relation to IB competence alignment with the EU.

Maripé Menéndez is a Ph D. Candidate at Universidad Autónoma of Madrid and holds an International M.B.A. from Instituto de Empresa (IE) Business School (Madrid, Spain), a MRes in Educational and Social Research from the University of London – Institute of Education (U.K.), a Bachelor's Degree in Economics and Business Administration from the University of Oviedo (Oviedo, Spain) and has attended several executive programmes in Board of Directors Management at Harvard Business School (Boston, U.S.A.).

**Contact information:** Maripé Menéndez is a member of GIPES research group at Autonomia University of Madrid and is currently engaged with several research activities at the Institute of Education UCL, London and the Autónoma University of Madrid.