

## Professional studies package: courses

Our professional studies package offers up to 150 hours of learning and covers a wide range of professional studies needs including planning and assessing for learning, marking and feedback, behaviour for learning, teaching inclusively – including those who have English as a second language – and cognitive development.

Within the professional studies package the courses are arranged in 10 focus areas. Your school will have full access to all the courses in these focus areas – and any new courses that we add – during your subscription. Each course will work towards CPD accreditation points. The hours of learning listed per courses are indicative of the number of CPD accreditation points available for each course.



Course	Available from	Hours of learning
<b>Planning for learning</b>		
Lesson Planning in the Primary School	Sep-20	4
Making Effective Use of TAs	Sep-20	1-2
High Quality Lesson Planning	Sep-20	1
High Quality Teaching: Effective Questioning	Sep-20	1
Planning for Inquiry Based Learning (5-11 year olds)	Jan-21	4
Planning for Inquiry Based Learning (11-16 year olds)	Jan-21	4
Webinar: Assessment Outcomes to Inform Future Planning for Learning (Primary)	Nov-20	1.5
Webinar: Assessment Outcomes to Inform Future Planning for Learning (Secondary)	Nov-20	3
<b>Assessment for learning</b>		
Assessment for Learning (AfL)	Sep-20	5
Unlocking Assessment for Learning (with Mike Gershon)	Sep-20	1-2
Assessment in the Early Years	Dec-20	5
Assessment for Learning to Facilitate Inquiry Based Learning	Jan-21	5
<b>Behaviour for learning</b>		
Behaviour Basics (with Tom Bennett)	Sep-20	1
Classroom Problems (with Tom Bennett)	Sep-20	1
Structures and Routines (with Tom Bennett)	Sep-20	1
Reinforcing Boundaries (with Tom Bennett)	Sep-20	1
Positive Behaviour Management (with Mike Gershon)	Sep-20	1
<b>Teaching inclusively</b>		
Inclusive Practice	Sep-20	3
Supporting SEND in Mainstream Schools	Nov-20	8
Personalised Learning	Sep-20	2
Adaptive Teaching (Differentiation)	Sep-20	5
Adaptive Teaching Made Simple (with Mike Gershon)	Sep-20	1
English as a Second Language	Sep-20	3
Unique Child: Theories of Child Development	Oct-20	5
Inclusion in Early Years	Nov-20	5
Inclusive Practice in the Inquiry Based Classroom	Jan-21	3

Schools following		Age range taught			Key audience			
English curriculum	IB curriculum	3-5	5-11	11-16	Teaching assistants	Trainee, new and recently qualified teachers	Teachers new to IB	All teachers
<b>Planning for learning</b>								
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<b>Assessment for learning</b>								
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<b>Behaviour for learning</b>								
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<b>Teaching inclusively</b>								
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Course	Available from	Hours of learning
<b>Teaching inclusively (continued)</b>		
Personalising Learning to Facilitate Inquiry Based Learning	Jan-21	3
Adaptive Teaching to Facilitate Inquiry Based Learning	Jan-21	5
Webinar: Building Global Citizens	Jan-21	1
<b>Marking and feedback</b>		
Marking and Feedback for Primary	Sep-20	3
Marking and Feedback for Secondary	Sep-20	3
Marking and Feedback in the Inquiry Classroom (3-11 year olds)	Jan-21	3
Marking and Feedback in the Inquiry Classroom (11- 16 year olds)	Jan-21	3
<b>Being a reflective practitioner</b>		
Reflective Practice	Sep-20	0.5
Understanding Your Cultural Context	Sep-20	4
Managing Parents' Expectations	Sep-20	4
<b>Motivating learners</b>		
Creating Independent Learners	Sep-20	1
Creating Independent Learners within an Inquiry Led Classroom	Jan-21	1
<b>Cognitive development</b>		
Growth Mindsets (with Mike Gershon)	Sep-20	8
Metacognition	Sep-20	6
Theories of Learning	Oct-20	6
Action Research	Oct-20	6
<b>Wellbeing</b>		
Time Saving Tips for Teachers (with Mike Gershon)	Sep-20	1
Webinar: Managing Difficult Conversations with Parents (focusing on Relationship Education)	Nov-20	1.5
Webinar: Relationship Education for Primary	Nov-20	1.5
Positive Relationships	Nov-20	7
Enabling Environment	Oct-20	6
Webinar: Positive Education	Jan-21	1
Form Tutoring	Apr-21	6
PSHE for Secondary	Apr-21	4
<b>Learning technologies</b>		
Webinar: Demystifying the Flipped Classroom (Primary)	Nov-20	2
Webinar: Demystifying the Flipped Classroom (Secondary)	Dec-20	2
Webinar: Reaching Beyond the Classroom	Dec-20	2

Schools following		Age range taught			Key audience			
English curriculum	IB curriculum	3-5	5-11	11-16	Teaching assistants	Trainee, new and recently qualified teachers	Teachers new to IB	All teachers
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<b>Marking and feedback</b>								
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<b>Being a reflective practitioner</b>								
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<b>Motivating learners</b>								
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<b>Cognitive development</b>								
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<b>Wellbeing</b>								
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<b>Learning technologies</b>								
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**Lesson Planning in the Primary School** **4 hours**

This course will help teachers to:

- Outline factors that can affect pupils' ability to learn
- Describe how to plan for pupils' learning and progress
- Examine the key processes of lesson planning
- Identify the Teachers' Standards that apply to lesson preparation

This course should be studied alongside *Making Effective use of TAs*.

**Making Effective Use of TAs** **1 – 2 hours**

This course will help teachers to:

- Explore how to make effective use of teaching or learning support assistants in the classroom and when planning lessons
- Investigate how to work collaboratively with teaching assistants to maximise learning opportunities for pupils

This course should be studied alongside *Lesson Planning in the Primary School*.

**High Quality Lesson Planning** **1 hour**

This course will help teachers to:

- Plan effective lessons predicated on a sound understanding of the needs of pupils
- Understand and demonstrate how planning for a particular class means selecting activities and learning objectives that will stretch and challenge all the pupils but at the same time ensure that all pupils can access the learning and keep up
- Understand and use data to gain understanding of particular groups of pupils, such as prior attainment figures, SEN registers, gifted and talented lists, and pupil premium registers in order to plan effective lessons that meet their learning needs

**High Quality Teaching: Effective Questioning** **1 hour**

This course will help teachers to:

- Consider a number of structuring tools to underpin the questions we ask while teaching
- Evaluate whether their questions are of the highest quality and enable pupils to make the most progress possible
- Consider how by embedding a concrete to abstract continuum as part of their repertoire, they can call on it when asking questions and tailor questions to individual pupils
- Reflect on whether in teaching they're asking a series of questions that get progressively more challenging

**Planning for Inquiry Based Learning (5-11 year olds)** **4 hours**

This course will help teachers to:

- Plan for effective inquiry
- Build on pupils' prior attainment and individual capabilities
- Plan for the learning of knowledge and skills
- Recognise the critical role of reflection in planning

**Planning for Inquiry Based Learning (11-16 year olds)** **4 hours**

This course will help teachers to:

- Plan for effective inquiry
- Build on pupils' prior attainment and individual capabilities
- Plan for the learning of knowledge and skills
- Recognise the critical role of reflection in planning

**Webinar: Assessment Outcomes to Inform Future Planning for Learning (Primary)**  **1.5 hours**

This course will be delivered as a webinar and will help teachers to:

- Locate expected outcomes by age/phase for pupils
- Recognise pupils who are struggling to make progress in a lesson
- Discover a range of short and medium-term intervention strategies
- Understand the role that self and peer assessment have on pupil progress
- Develop 'Can Do' statements as a quick measure of progress
- Use external examiners reports to update planning and expectations
- Plan for progress and possible interventions

**Webinar: Assessment Outcomes to Inform Future Planning for Learning (Secondary)**  **3 hours**

This course is delivered as two 1.5 hours webinars and will help teachers to:

- Locate expected outcomes by age/phase for pupils
- Recognise pupils who are struggling to make progress in a lesson
- Discover a range of short and medium-term intervention strategies
- Understand the role that self and peer assessment have on pupil progress
- Develop 'Can Do' statements as a quick measure of progress
- Use external examiners reports to update planning and expectations
- Plan for progress and possible interventions

**Assessment for learning** **4 courses** **17 hours****Assessment for Learning (AFL)**  **5 hours**

This course will help teachers to:

- Define Assessment for Learning and identify recent changes
- Identify different types of assessments
- Plan for learning and plan assessment
- Apply assessment and identify signs of progress in learning
- Apply pupils' self-assessment
- Analyse and apply target settings

**Unlocking Assessment for Learning (with Mike Gershon)**  **1 – 2 hours**

This course will help teachers to:

- Consider how to allow pupils to engage with content on their own terms, taking ownership of their learning in the process
- Consider how a pupil who regulates their own behaviour is more likely to be independent
- Promote self-regulation by teaching pupils strategies which they can then employ

**Assessment in the Early Years**  **5 hours**

This course will help teachers to:

- Apply strategies to support effective formative assessment across the areas of learning and development
- Relate the statutory requirements for assessment as set out in the EYFS Framework to practice and provision
- Apply a range of research to effective assessment procedures
- Evaluate judgements against age-related expectations/developmental milestones
- Analyse and accurately interpret data
- Demonstrate the role of dialogue in assessment strategies
- Demonstrate an understanding of the practice of observational assessment

**Assessment for Learning to Facilitate Inquiry Based Learning** **5 hours**

This course will help teachers to:

- Define Assessment for Learning
- Identify different types of assessments
- Plan for learning and plan for assessment
- Apply assessment and identify signs of progress in learning
- Apply pupils' self-assessment
- Analyse and apply target settings

**Behaviour for learning**  **5 courses****5 hours****Behaviour Basics (with Tom Bennett)** **1 hour**

This course will help teachers to:

- Manage misbehaviour in their classroom
- Discover why children can't be left to work the way that they want
- Learn what basic rules work best for most children
- Gain some key classroom strategies to manage behaviour

**Classroom Problems (with Tom Bennett)** **1 hour**

This course will help teachers to:

- Understand and learn how to manage the most common classroom problems, most teachers face most often (lateness, low level misbehaviour, confrontational students)
- Gain some key strategies to help them feel prepared for dealing with these most common classroom problems

**Structures and Routines (with Tom Bennett)** **1 hour**

This course will help teachers to:

- Understand the importance and benefits of structures and routines
- Learn how to set structures and routines

**Reinforcing Boundaries (with Tom Bennett)** **1 hour**

This course will help teachers to:

- Learn how consequences, sanctions and rewards work in conjunction with each other
- Discover ways of reinforcing desirable behaviours
- Explore micro behaviours and how to intervene with them on a daily basis

**Positive Behaviour Management (with Mike Gershon)** **1 hour**

This course will help teachers to:

- Consider how rules regulate behaviour and how, if broken, social equilibrium is affected
- Consider how rules allow us to predict the future with a reasonable degree of accuracy
- Apply the knowledge that rules make social situations easier to manage and allows us to co-exist peacefully and successfully in order to establish a well-ordered classroom

**Inclusive Practice** **3 hours**

This course will help teachers to:

- Explore emotional intelligence in action
- Assess the key aspects of an inclusive school and recognise the need for a whole-school approach to inclusion
- Review potential barriers to inclusion and be able to evaluate the effectiveness of a range of strategies to support inclusion
- Develop strategies to establish an inclusive learning environment in the classroom

**Supporting SEND in Mainstream Schools** **8 hours**

This course will help teachers to:

- Define special education needs and disabilities (SEND) and identify the stages of an education, health and care plan (EHCP)
- Understand the traits for each individual special educational need along with ways in which pupils with SEND can be supported in mainstream school
- Discover effective teaching and learning strategies to use to enable SEND pupils to make equitable progress alongside their peers

**Personalised Learning** **2 hours**

This course will help teachers to:

- Explore how to enable effective pupil learning
- Examine the concept of personalised learning

**Adaptive Teaching (Differentiation)** **5 hours**

This course will help teachers to:

- Explore ways to meet the needs of individual learners and select and adapt materials
- Identify when to differentiate and what approach to take in teaching
- Develop the skills to devise differentiated learning resources and activities
- Understand that differentiation doesn't have to be too elaborate to be effective

**Adaptive Teaching Made Simple (with Mike Gershon)** **1 hour**

This course will help teachers to:

- Understand and apply their knowledge of differentiation in a practical context including supporting less-able pupils and stretching more-able pupils
- Personalise learning for pupils

**English as a Second Language** **3 hours**

This course will help teachers to:

- Recognise the benefits and challenges of teaching ESL students
- Use documentation to assess the current level of English of ESL students
- Use their assessment of ESL students' current levels to plan for the next steps in their language development
- Develop a toolkit of strategies to support ESL learners

**Unique Child: Theories of Child Development** **5 hours**

This course will help teachers to:

- Explore how some theories of learning and development underpin the principles and practice of the 'Unique Child'
- Gain an overview of the four main theories of learning and development: Attachment Theory, Cognitivist Theory, Socio-cultural Theories and Schema Theory
- Explore how these theories support the concept that young children learn best through play

**Inclusion in Early Years** **5 hours**

This course will help teachers to:

- Perceive and take steps towards identifying children with learning needs and take action to meet emerging needs
- Demonstrate how a range of needs and disabilities impact on children's ability to learn and how developing inclusive practice supports a range of learners
- Remember the responsibilities of the class teacher in relation to SEND and how these are complemented by Sendcos and TAs
- Recognise barriers to learning and where to go for help in overcoming these
- Identify the needs of children speaking more than one language and the role of the educator in promoting their learning and development

**Inclusive Practice in the Inquiry Based Classroom** **3 hours**

This course will help teachers to:

- Explore emotional intelligence in action
- Assess the key aspects of an inclusive school and recognise the need for a whole-school approach to inclusion
- Review potential barriers to inclusion and evaluate the effectiveness of a range of strategies to support inclusion
- Develop strategies to establish an inclusive learning environment

**Personalising Learning to Facilitate Inquiry Based Learning** **3 hours**

This course will help teachers to:

- Understand what personalised learning is and the benefits it offers to students
- Recognise opportunities for personalised learning within inquiry learning
- Develop a range of strategies for regular personalised learning time
- Explore how the inquiry cycle can support opportunities for personalised learning within an inquiry

**Adaptive Teaching to Facilitate Inquiry Based Learning** **5 hours**

This course will help teachers to:

- Explore advice about meeting the needs of individual learners and select and adapt materials
- Identify when to differentiate and what approach to take in teaching
- Develop the skills to devise your own differentiated learning resources and activities
- Understand that differentiation does not have to be too elaborate to be effective
- Understand questioning as an effective tool for differentiation

**Webinar: Building Global Citizens** **1 hour**

This course will be delivered as a webinar and will help teachers to:

- Explore the true meaning of global citizenship
- Understand why global citizenship education is important
- Consider tensions in global citizenship education
- Learn strategies to promote global citizenship in the inquiry classroom

**Marking and feedback**  4 courses

 12 hours

**Marking and Feedback for Primary** 

3 hours

This course will help teachers to:

- Understand the purposes of marking
- Understand the importance of consistent marking across the school
- Use different ways of involving students in the marking process
- Understand how marking and feedback changes from age 3 to 11
- Discuss the difference between formative and summative assessment and how it's used to track children through their school career
- Understand the importance of different types of assessment and how this feeds into a teacher's Assessment for Learning (AfL)

**Marking and Feedback for Secondary** 

3 hours

This course will help teachers to:

- Discuss the purposes of marking
- Describe their marking practice and how they will develop it
- Explain the importance of marking and target setting in managing student progress
- Use different ways of involving students in the marking process

**Marking and Feedback in the Inquiry Classroom (3-11 year olds)** 

3 hours

This course will help teachers to:

- Understand the purposes of marking
- Understand the importance of frequent, effective marking and feedback
- Use different ways to involve students in the marking process
- Understand how marking and feedback changes from age 3 to 11
- Discuss the difference between formative and summative assessment and how it's used to track children through their school career
- Understand the importance of different types of assessment and how this feeds into a teacher's Assessment for Learning (AfL)

**Marking and Feedback in the Inquiry Classroom (11- 16 year olds)** 

3 hours

This course will help teachers to:

- Discuss the purposes of marking
- Describe their marking practice and how they will develop it
- Explain the importance of marking and target setting in managing student progress
- Use different ways of involving students in the marking process

**Being a reflective practitioner**  3 courses

 8.5 hours

**Reflective Practice** 

0.5 hours

This course will help teachers to:

- Determine the purpose of reflective practice
- Identify and use critical aspects of reflection on practice
- Describe how reflective practice can support the evaluation of teaching and learning and facilitate professional development

**Understanding your Cultural Context** **4 hours**

This course will help teachers to:

- Recognise that international schools are diverse in character but have some common elements
- Recognise the salient features of good international schools
- Discuss the important role played by the teacher in an international context
- Take into account the cultural implications of teaching and learning in an international school
- Describe the particular qualities and cultural skills required of teachers in an international school

**Managing Parents' Expectations** **4 hours**

This course will help teachers to:

- Learn how cultural differences can mislead parents' understanding of their child's progress
- Understand the importance of being honest and constructive when giving feedback to parents
- Recognise the importance of understanding their school's homework policy
- Better manage parents' evenings to ensure that each child's needs are met
- Realise the need for new parents to understand the school's approach to teaching, learning and assessment

**Motivating learners** **2 courses****2 hours****Creating Independent Learners** **1 hour**

This course will help teachers to:

- Use strategies, activities and questioning techniques which facilitate independent learning and remove students' dependency on the teacher to provide the answers

**Creating Independent Learners within an Inquiry Led Classroom** **1 hour**

This course will help teachers to:

- Use strategies, activities and questioning techniques which facilitate independent learning within an inquiry led classroom

**Cognitive development** **4 courses****26 hours****Growth Mindsets (with Mike Gershon)** **8 hours**

This course will help teachers to:

- Understand what is meant by growth mindsets
- Understand the benefits of having a growth mindset
- Understand how to teach growth mindsets to students to enable them to be resilient and determined individuals
- Promote growth and learning from making mistakes
- Apply practical tools appropriately to foster a growth mindset learning environment

**Metacognition** **6 hours**

This course will help teachers to:

- Discover the transformative power of metacognition: how experts in their fields define metacognition, and common misconceptions about what it is
- Understand the differing levels of metacognitive learners
- Learn how to model metacognitive attributes and foster them in students
- Discover why metacognition really matters to students for success in exams
- Understand the importance of getting the level of challenge right when setting metacognitive tasks
- Learn how simple, everyday classroom dialogue can be reframed to develop students' metacognitive skills
- Gain explicit strategies for modelling metacognition for all ages, stages and abilities

**Theories of Learning** **6 hours**

This course will help teachers to:

- Explore why learning theory matters
- Learn about the five key theorists and their work, related to how children learn
- Explore Cognitive Load Theory (CLT) and why it matters in today's curriculum
- Discover practical strategies for easing learning with CLT in mind
- Find follow up reading

**Action Research** **6 hours**

This course will help teachers to:

- Learn how evidence-based practice has evolved
- Explore different models of evidence-based practice
- Discover a seven-step approach to the action research process
- Learn how to choose a focus for an evidence-based intervention
- Discover practical tips for carrying out an evidence-based intervention
- Understand the ethics and sensitivities around the implementation of evidence-based action research projects
- Explore current research and how to keep up with it

**Wellbeing** **8 courses** **28 hours****Time Saving Tips for Teachers (with Mike Gershon)** **1 hour**

This course will help teachers to:

- Consider how to create systems that save time through planning ahead
- Consider and implement systems that involve repeating key aspects
- Explore five examples of systems to call on and evaluate in practice

**Webinar: Managing Difficult Conversations with Parents (focusing on Relationship Education)** **1.5 hours**

This course will be delivered as a webinar and will help teachers to:

- Be aware of the statutory relationship education content to be taught in schools
- Have knowledge of their school policy with reference to relationship education
- Be aware of the typical concerns parents could raise
- Know their school policy for addressing parental concerns and who to escalate these to

**Webinar: Relationship Education for Primary** **1.5 hours**

This course will be delivered as a webinar and will help teachers to:

- Understand what *families and people who care for me* might mean in a primary school context
- Understand what *caring friendships and respectful relationships* might mean in a primary school context
- Gain an overview of online relationships and an understanding of what resources are available
- Gain an overview of what is meant by *being safe* and an understanding of what resources are available
- Explore typical questions children may ask and possible ways to address them in a whole-class and one-to-one context
- Confidently teach children about relationships

**Positive Relationships** **7 hours**

This course will help teachers to:

- Define the links between cognitive development and theories of child development
- Illustrate how some theories of learning and development underpin the principles and practice of the Early Years Foundation Stage
- Use tools such as the SSTEW and the Leuven Levels of wellbeing and involvement to support and evaluate their practice
- Consider ways of involving parents, value their skills and experience and build a partnership of trust and respect that benefits the child

**Enabling Environment** **6 hours**

This course will help teachers to:

- Illustrate the role the environment plays in children's learning and development, in particular the relevance of play
- Demonstrate how to assess the effectiveness of the learning environment
- Differentiate the direct correlation between the learning environment and the areas of learning and development
- Explore different approaches to creating an effective learning environment

**Webinar: Positive Education** **1 hour**

This course will be delivered as a webinar and will help teachers to:

- Understand why positive education is important
- Know the five pillars of the PERMA model for positive education
- Understand the recommended process of implementation
- Explore positive psychology strategies for the classroom

**Form Tutoring** **6 hours**

This course will help teachers to:

- Develop a better understanding what it means to be a form tutor
- Understand the expectations of a form tutor in relation to the Teachers' Standards
- Understand the importance of the role (the 'why')
- Discover how to make form tutoring work for their students (the 'how')
- Explore essential practices for succeeding as a form tutor (the 'what')

**PSHE for Secondary** **4 hours**

This course will help teachers to:

- Understand what *families and people who care for me* might mean in a secondary school context
- Understand what *caring friendships and respectful relationships* might mean in a secondary school context
- Gain an overview of online relationships and an understanding of what resources are available
- Gain an overview of what is meant by being safe and an understanding of what resources are available
- Explore typical questions children may ask and possible ways to address them in a whole-class and one-to-one context
- Confidently teach children about relationships

**Learning technologies** **3 courses****6 hours****Webinar: Demystifying the Flipped Classroom (Primary)** **2 hours**

This course will be delivered as a webinar and will help teachers to:

- Understand the principles of the flipped classroom approach
- Understand the basics required to offer a flipped lesson
- Design and deliver a flipped lesson
- Implement strategies and a new learning culture to encourage students to do the pre-learning which underpins the flipped classroom approach and what to do when they haven't completed it

**Webinar: Demystifying the Flipped Classroom (Secondary)** **2 hours**

This course will be delivered as a webinar and will help teachers to:

- Understand the principles of the flipped classroom approach
- Understand the basics required to offer a flipped lesson
- Design and deliver a flipped lesson
- Implement strategies and a new learning culture to encourage students to do the pre-learning which underpins the flipped classroom approach and what to do when they haven't completed it

**Webinar: Reaching Beyond the Classroom** **2 hours**

This course will be delivered as a webinar and will help teachers to:

- Discover what video conferencing technology is
- Learn how video conferencing can be used to enrich the curriculum and support cultural capital
- Explore the role of the classroom teacher during a video conference

Please note that we have endeavoured to ensure the accuracy of the information provided in this course list at the time of publication: October 2020. However, this information is issued as a guideline to interested parties. While we aim to implement what is outlined, we cannot undertake any obligation to provide the courses as stated and we reserve the right to amend course information, cancel, suspend or modify the courses at any time.

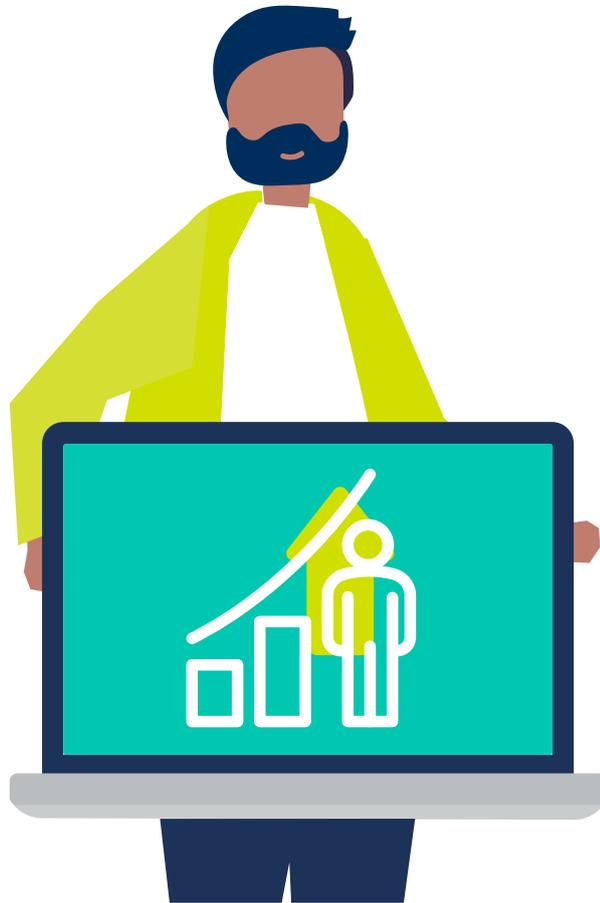
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# Pricing

Package subscriptions are based on school size and could work out to as little as £120 per teacher, with discounts available for multi-package purchases.

Please contact us for a quote for your school or group of schools.

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## Next steps

To find out more about how Tes Develop can help you deliver a comprehensive, personalised CPD programme for all your staff book a guided demonstration, or request a quote for your school.

Visit: [tes.com/develop](https://tes.com/develop)

Email: [help@tes.com](mailto:help@tes.com)

Call: +44 (0)203 194 3000

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