

NESIBE AYDIN SCHOOLS- GAZIANTEP CAMPUS

Principles of Conduct in IB Professional Development Activities

Purpose of the Report

To establish an institutional framework that ensures a safe, respectful, inclusive, and professional learning environment in the IB professional development processes conducted at our school.

Scope

All IB professional development activities conducted in face-to-face, online, hybrid, and virtual environments.

Basis for Preparation

IB PD Conduct Policy (Updated March 2024)

1. Introduction

The International Baccalaureate (IB) adopts as a fundamental principle the creation of a safe, inclusive, and discrimination-free learning environment for participants, facilitators, and all relevant personnel in all professional development activities. This approach applies to all professional development activities conducted in face-to-face, online, hybrid, and virtual formats.

The IB Professional Development Conduct Policy, updated in March 2024, aims not only to ensure academic quality in professional learning environments but also to safeguard standards related to communication language, mutual respect, inclusivity, ethical conduct, and safety. This framework aligns directly with our school's culture of open communication, collaboration, and professional learning, which is maintained in accordance with the IB philosophy.

2. Importance of the Policy for Our School

All IB-related professional development activities conducted at our school include teacher training sessions, coordinator meetings, internal workshops, online training programs, and academic collaborations with external stakeholders. Within these processes, it is essential to establish structures that meet IB expectations not only in terms of content but also in terms of behavioral and communication standards.

Accordingly, all staff members who participate in or organize IB professional development activities are expected to adhere to a common standard regarding professional attitude, respect for diversity, ethical conduct, and institutional communication principles.

3. Key Concepts and Their Reflections in School Practice

3.1 Discrimination

Discrimination refers to unequal or unfair treatment of a person based on specific identities or characteristics and may occur directly or indirectly. For our school, this means that no staff member participating in professional development activities should be excluded, belittled, or disadvantaged because of gender, age, nationality, language, religious belief, disability, cultural background, or similar characteristics.

3.2 Inclusion

Inclusion is the process of identifying and removing barriers in order to increase access to and participation in learning. In professional development activities organized at our school, an environment must be created in which every participant feels safe, can freely express their ideas, and can actively engage in the process.

3.3 Respect

Respect requires avoiding insulting, aggressive, belittling, or threatening language. In this context, the language used in IB meetings, training sessions, and planning processes within the school should always remain professional, constructive, and institutional. Differences of opinion should be addressed within a pedagogical framework rather than being personalized.

3.4 Harassment

Harassment refers to unwanted behaviors that violate a person's dignity or create an intimidating, hostile, degrading, humiliating, or offensive environment. In certain circumstances, even a single incident may be considered harassment. Our school maintains a zero-tolerance approach to verbal, written, physical, or online harassment.

4. Evaluation of Prohibited Behaviors

Examples of behaviors considered harassment or misconduct include sexual, religious, racial, or gender-based derogatory remarks; mocking or humiliating jokes; demeaning comments about appearance or clothing; unwanted physical contact; online harassment; and communication styles such as shouting, blaming, or verbal aggression.

Such behaviors are clearly incompatible with our school's professional development culture. Therefore, harsh, belittling, or oppressive language should not be used during meetings and training sessions, and professional criticism should focus on processes and practices rather than individuals.

5. Expectations for Respectful and Effective Communication

According to the IB approach, effective communication requires respecting different perspectives, valuing contributions, using a professional tone, remaining open to feedback, and expressing personal opinions thoughtfully.

In this framework, the following communication principles should be adopted at our school:

- All participants should listen respectfully to different viewpoints.
- Feedback should be constructive, clear, and solution-oriented.
- Institutional language should be used in meetings and correspondence.
- Criticism should focus on practices and processes rather than individuals.
- In online communication, excessive capitalization, sarcastic expressions, and potentially misleading digital elements should be used cautiously.
- In line with IB culture, collaboration, openness, and reflective thinking should be encouraged.

6. Violations and Possible Consequences

In cases of policy violations, IB leadership may take measures at different levels depending on the severity of the violation. In moderate cases, written warnings and feedback may be issued. In serious cases, participants may be removed from the activity immediately, restricted from participating in future activities, or may lose the right to receive a participation certificate.

Our school should adopt a gradual and documented approach. Initially, verbal reminders and guidance should be provided. If necessary, written warnings should follow. In cases of repeated

or serious violations, the individual may be removed from the process and the incident should be formally reviewed by the administration.

7. Reporting and Notification Process

According to IB guidelines, any person who experiences or witnesses inappropriate behavior should immediately report the situation to the event leadership or contact IB via plconduct@ibo.org. All reports are reviewed confidentially and with seriousness.

In our school, the initial report should be made to the IB DP Coordinator. If necessary, the matter may be shared with school administration and relevant units. Written records should be maintained depending on the nature of the incident, and official notification to IB should be made when required.

8. Institutional Recommendations for Our School

In line with this policy, the following practices should be formally implemented at the school level:

- A brief professional conduct and communication guideline should be shared with participants before IB professional development activities.
- A short meeting protocol covering respectful communication, speaking order, constructive feedback, and digital ethics should be prepared for internal meetings and training sessions.
- Coordinators, department heads, and administrators should act as role models in implementing these principles.
- Important feedback and behavior-related situations occurring during PD activities should be documented through brief reports.
- These conduct principles should be addressed within a holistic framework by linking them with the school's Assessment Policy, Inclusion Policy, Language Policy, and Academic Integrity approach.

9. Conclusion

The IB Professional Development Conduct Policy (March 2024) aims to maintain safety, inclusivity, respect, and professional ethical standards in professional development environments. The policy takes a clear stance against discrimination, harassment, disrespect, and aggressive



communication while promoting constructive dialogue, openness to feedback, and professional conduct as fundamental expectations.

For our school, this document demonstrates that IB professional development processes should be planned not only in terms of content but also in terms of institutional behavioral standards. Therefore, open communication, mutual respect, inclusivity, ethical attitudes, and documented process management should be adopted as fundamental principles in all IB-related professional learning environments.

Reference Note

This report has been prepared based on the IB PD Conduct Policy.

Nesibe Aydın Schools – Gaziantep Campus