

Introduction to the MYP

Ingrid Turner

MYP Coordinator

iturner@aislusaka.org



American International School of Lusaka

Helping every student thrive!



Welcome!

1. Please sign in.
2. Use the post it notes for any questions you have.



Goal for this Session

To better understand
the MYP!

IB and AISL Mission Statements

Sentence Phrase Word



American International School of Lusaka

Helping every student thrive!

IB 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.

AI SL Mission

AI SL is a compassionate community of innovative and courageous learners who embrace the challenges of the future.

AI SL Vision:

We value:

- **Compassion:** Our actions show how we value others.
- **Courage:** We meet challenges with confidence.
- **Community:** Our entire community helps every student.
- **Creativity:** We innovate and create to solve problems.
- **Respect:** We respect ourselves, each other, our school, and our world.
- **Resilience:** We view setbacks as catalysts for reflection and growth.
- **Excellence:** We strive for our personal best in all that we do.
- **Inquiry:** Our questions drive our learning.
- **Joy:** A spirit of fun makes learning engaging.
- **Internationalism:** We engage with and learn from our diverse world.

Portrait of an AISL Learner



The IB learner profile is the IB mission statement translated into a set of learning outcomes for the 21st century.

As IB learners we strive to be:

- inquirers
- knowledgeable
- thinkers
- communicators
- principled
- open-minded
- caring
- risk-takers
- balanced
- reflective





10

Reasons

why the IB Middle Years Programme (MYP)
encourages you to become a creative, critical and
reflective learner

- 1 Become a life-long learner**
Learn 'how to learn' using communication, research, self-management, collaboration and critical thinking skills.
- 2 Learn by doing and experiencing**
Through the MYP community project you learn to service the community and connect what you learn in the classroom to "real life".
- 3 The MYP encourages critical thinking**
It teaches you to analyse and evaluate issues, generate novel ideas and consider new perspectives.
- 4 Explore global challenges**
The MYP helps you increase your understanding of the world by exploring globally significant ideas and issues.
- 5 Learn for understanding**
Not just to memorize facts or topics and prepare for exams.
- 6 Train yourself to:**
 - organize and plan your work
 - meet deadlines
 - concentrate
 - bounce back
 - persist
 - think positively.
- 7 Subjects are not taught in isolation**
You are encouraged to make connections between subjects.
- 8 It empowers you to develop your talents**
Feel empowered to prove what you know and earn the MYP certificate or MYP course results.
- 9 It prepares you for future education**
Prepare yourself for the IB Diploma Programme or IB Career-related Programme delivered by IB World Schools globally.
- 10 It encourages international-mindedness**
The MYP helps you critically appreciate your own culture and personal history, as well as the values and traditions of others.

International Baccalaureate®
Baccalaurat International
Bachillerato Internacional

Based on IB research - www.ibo.org/research
© International Baccalaureate Organization 2016
International Baccalaureate® | Baccalaurat International® | Bachillerato Internacional®

The IB Continuum

Primary Years Program ELC – 5

Middle Years Program 6 -10

Diploma Program 11 – 12

AISL School Structure

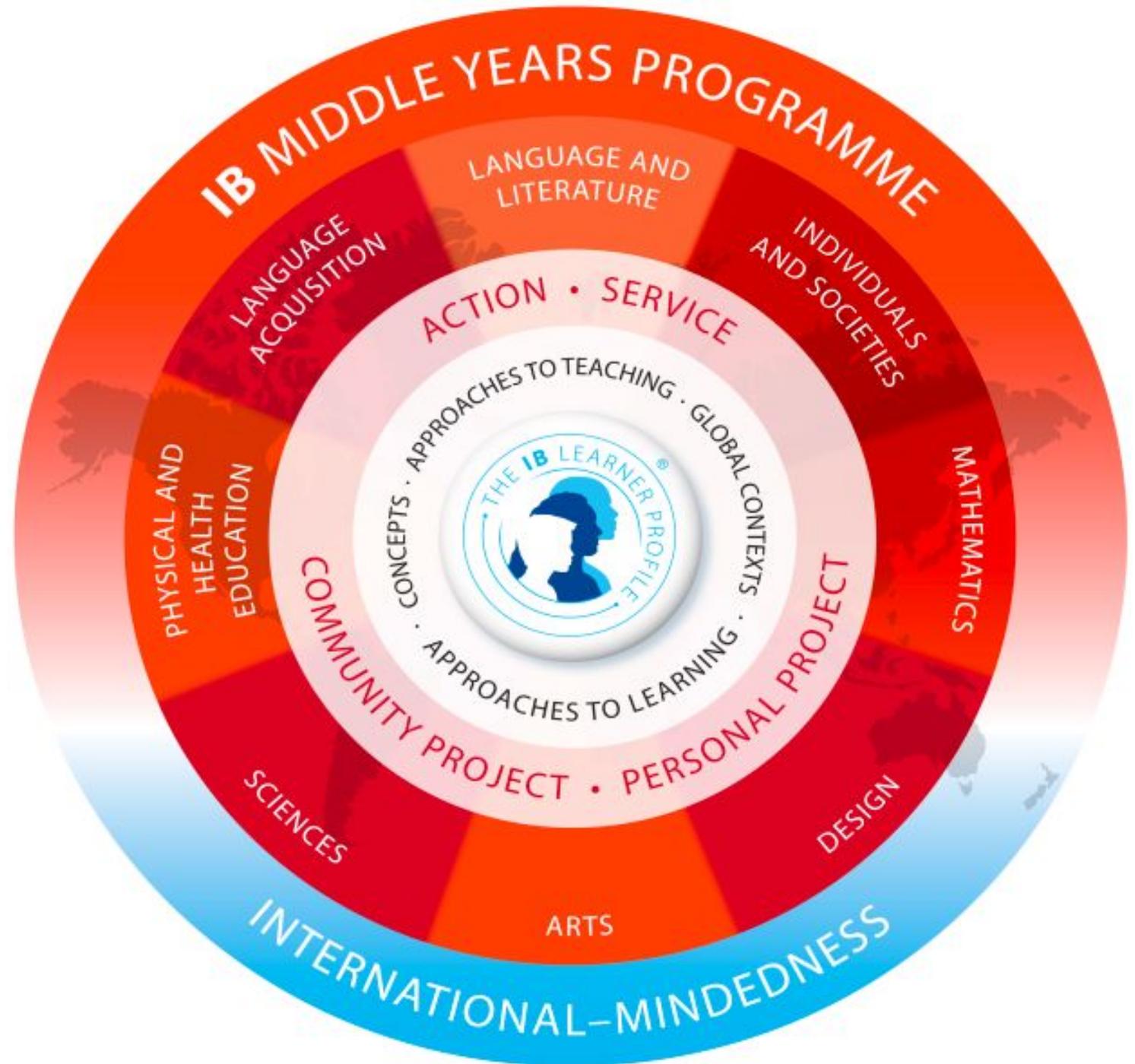
Primary School: ELC - 5

Secondary School: 6 -12

Middle School 6 – 8 + High School 9 -12



**See
Think
Wonder**



- Key Concepts**
- Aesthetics
 - Change
 - Communication
 - Communities
 - Connections
 - Creativity
 - Culture
 - Development
 - Form
 - Global
 - Interaction
 - Identity
 - Logic
 - Perspective
 - Relationships
 - Time, Place & Space
 - Systems



- What are the IB approaches to teaching skills?**
1. Based on inquiry
 2. Focused on conceptual understanding
 3. Developed in local and global contexts
 4. Focused on effective teamwork and collaboration
 5. Differentiated to meet the needs of all learners
 6. Informed by formative and summative assessment.

- What are the IB approaches to learning skills?**
1. Communication skills
 2. Social skills (collaboration)
 3. Self-management (organization, affective, reflection)
 4. Research (information and media literacy skills)
 5. Thinking (critical-thinking, creative-thinking, transfer)

- Global Contexts**
- Identities and relationships
 - Orientation in space and time
 - Personal and cultural expression
 - Scientific and technical innovation
 - Globalization and sustainability

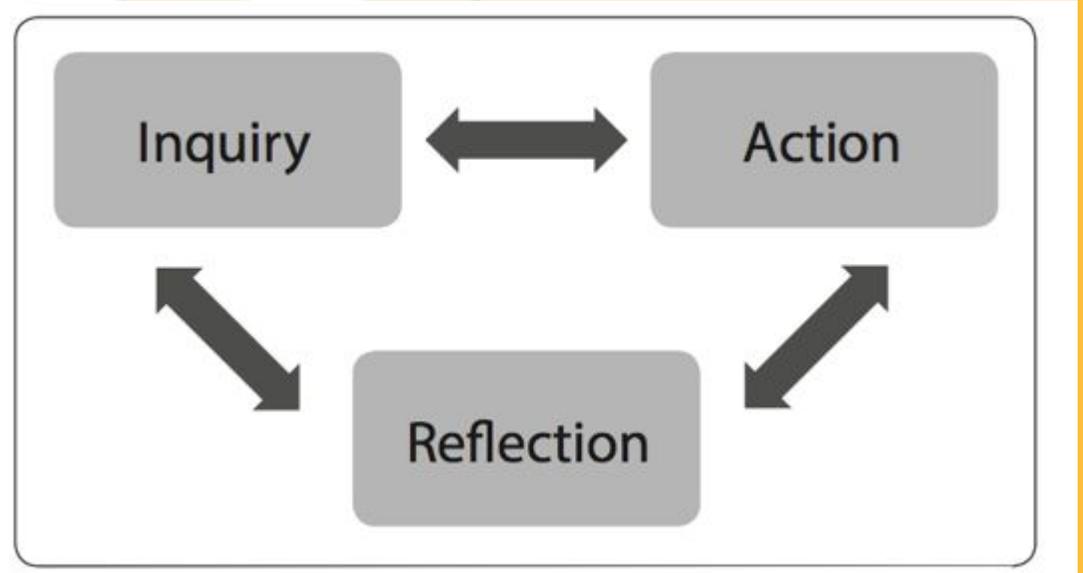
Unpacking the Statement of Inquiry SOI

Key concept, Related concepts and Global context

Effective **communication** requires an understanding of **audience, purpose** and **human relationships**

MYP curriculum framework defined:

- written curriculum
- taught curriculum
- assessed curriculum



The most important aim of MYP assessment is to **support and encourage student learning.**

Assessment aims to identify what **students know, understand, can do and feel** at different stages in the learning process.

Assessment assists teachers in identifying **student learning needs.**

(pre-assessment)

(for learning)

(of learning)

Prior to teaching

During the teaching and learning process

Generally at the end of a teaching and learning period/process

Indicates what students know/can do already

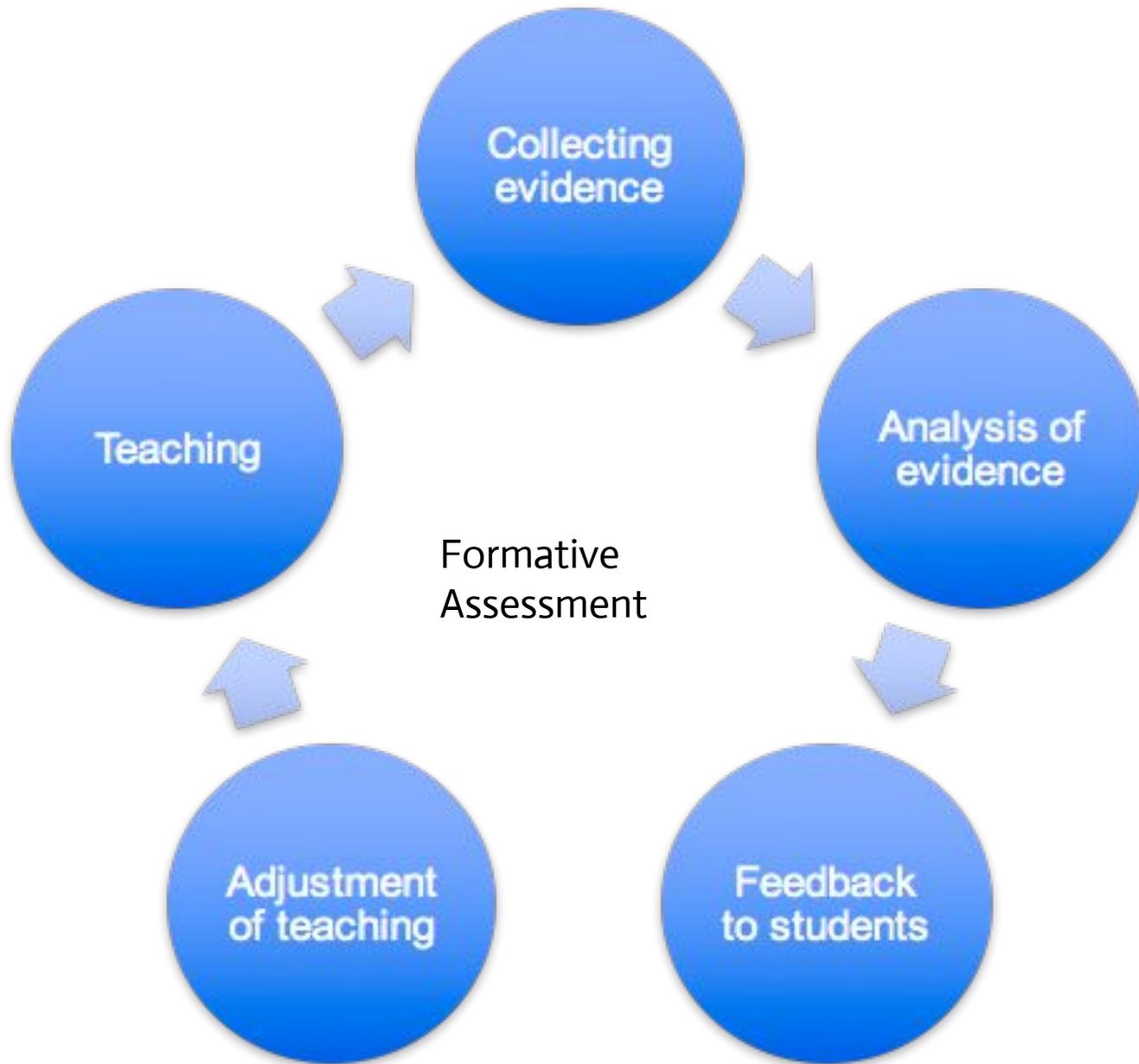
Provides feedback for the learning, not a judgment

Provides a judgment on the learning

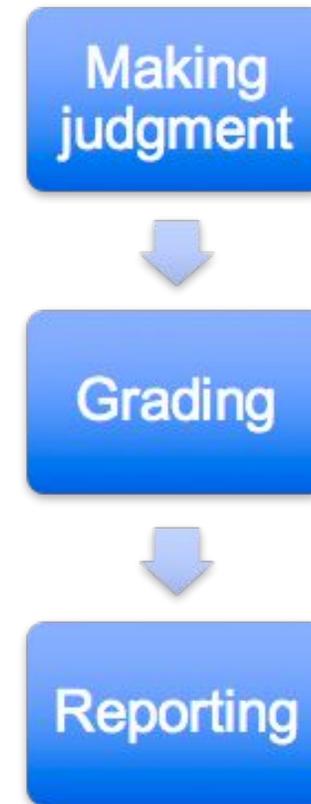
Guides planning and teaching for effective learning

Helps students reflect on learning

Gives opportunities for students to show what they have learned



Summative Assessment



Alignment objectives - criteria

Students demonstrate their understanding of these objective strands in the summative task.

MYP objectives

Objective A—Using knowledge
Students should be able to:

- **construct** explanations using knowledge to **demonstrate** understanding
- **apply** knowledge and understanding to **solve** problems set in familiar and unfamiliar situations
- **apply** terminology effectively to communicate understanding.

Objective B—Inquiring and planning
Students should be able to:

- **formulate** an idea and **construct** a plan
- **demonstrate** and **justify** a plan
- **analyse** and **evaluate** the effectiveness of the plan.

Objective C—Applying and performing
Students should be able to:

- **apply** and **demonstrate** skills and techniques effectively
- **apply** and **demonstrate** strategies and movement concepts effectively.

Objective D
Students should be able to:

-
-

1

2

MYP criterion D

MYP criterion C

MYP criterion B

MYP criterion A

Using knowledge

The student:

- is able to **state** knowledge to **demonstrate** understanding
- is able to **apply** knowledge and understanding to **suggest** solutions to problems set in familiar situations
- attempts to **apply** terminology effectively to communicate understanding.



Student performance within the summative task is measured by the criteria

Each Subject Group has 4 Criteria

All criteria is out of 8

Criterion A:

Criterion B:

Criterion C:

Criterion D:

Boundaries

1 – 5 = achievement level 1

6 – 9 = achievement level 2

10 – 14 = achievement level 3

15 – 18 = achievement level 4

19 – 23 = achievement level 5

24 – 27 = achievement level 6

28 – 32 = achievement level 7

Subject Group	A	B	C	D
Language & literature	<u>Analysing</u>	Organizing	Producing language	Using language
Language acquisition	Communicating in oral form	Interpreting visual text	Comprehending written text	Communicating in written form
Individuals & societies	Knowing and understanding	Investigating	Communicating	Thinking critically
Sciences	Using knowledge	Inquiring and designing	Processing & evaluating	Reflecting on the impacts of science
Mathematics	Using knowledge	Inquiring	Communicating	Reflecting
Arts	Using knowledge	Developing skills	Thinking creatively	Responding
Physical & health education	Using knowledge	Planning through inquiry	Applying and performing	Reflecting and demonstrating
Design	Inquiring and analyzing	Developing ideas	Creating the solution	Evaluating
Personal project	Inquiring	Planning	Evaluating	Communicating

A decorative graphic consisting of several overlapping rectangular blocks. A yellow block is in the top-left corner. A grey block is in the top-right corner. A grey block is in the middle-right area. A grey block is in the bottom-left area. A yellow block is in the bottom-right corner.

Take a look at a descriptor

6,6,6,5

8,6,6,8

4,4,5,6

3,2,5,4

7,5,6,7

6,6,8,8

5,4,5,4

How is a
grade
determined?

The highest sustained level is not always used

Criterion A: 6,6,8,8 = grade could be an 8

Criterion B: 8,6,6,6 = grade could be an 6, 7 or 8.

Two students with the same criteria marks MAY have a different overall grade.

The IB states: It is the teacher who, in the opinion of the IB, is best placed to judge which final level should be awarded.

MYP Grade Descriptors

Grade	Boundary guidelines	Descriptor
1	1–5	Produces work of very limited quality. Conveys many significant misunderstandings or lacks understanding of most concepts and contexts. Very rarely demonstrates critical or creative thinking. Very inflexible, rarely using knowledge or skills.
2	6–9	Produces work of limited quality. Expresses misunderstandings or significant gaps in understanding for many concepts and contexts. Infrequently demonstrates critical or creative thinking. Generally inflexible in the use of knowledge and skills, infrequently applying knowledge and skills.
3	10–14	Produces work of an acceptable quality. Communicates basic understanding of many concepts and contexts, with occasionally significant misunderstandings or gaps. Begins to demonstrate some basic critical and creative thinking. Is often inflexible in the use of knowledge and skills, requiring support even in familiar classroom situations.
4	15–18	Produces good-quality work. Communicates basic understanding of most concepts and contexts with few misunderstandings and minor gaps. Often demonstrates basic critical and creative thinking. Uses knowledge and skills with some flexibility in familiar classroom situations, but requires support in unfamiliar situations.
5	19–23	Produces generally high-quality work. Communicates secure understanding of concepts and contexts. Demonstrates critical and creative thinking, sometimes with sophistication. Uses knowledge and skills in familiar classroom and real-world situations and, with support, some unfamiliar real-world situations.
6	24–27	Produces high-quality, occasionally innovative work. Communicates extensive understanding of concepts and contexts. Demonstrates critical and creative thinking, frequently with sophistication. Uses knowledge and skills in familiar and unfamiliar classroom and real-world situations, often with independence.
7	28–32	Produces high-quality, frequently innovative work. Communicates comprehensive, nuanced understanding of concepts and contexts. Consistently demonstrates sophisticated critical and creative thinking. Frequently transfers knowledge and skills with independence and expertise in a variety of complex classroom and real-world situations.

Inappropriate grading practices

The following grading practices are counter to MYP assessment principles:

- Determining grades using a proportion of scores for classwork, homework and tests
- Determining grades by averaging summative performance scores over the year
- Using single pieces of work to determine final grades

Effort Descriptors

Level	Description
7	Consistent and constructive participation in classroom activities meets all ongoing work requirements and works conscientiously in a wide variety of situations. Always demonstrates punctuality, personal organization and active involvement in classes. The student consistently demonstrates co-operation and initiative and always works to the best of their ability.
6	Consistent and constructive participation in classroom activities meets ongoing work requirements and works effectively in a wide variety of situations. Consistently demonstrates punctuality, personal organization and active involvement in classes. The student is co-operative, generally demonstrates initiative and usually works to the best of their ability.
5	Consistent and constructive participation in classroom activities meets ongoing work requirements and works effectively in a variety of situations. The student frequently demonstrates punctuality, personal organization and active involvement in classes. S/he is co-operative, occasionally demonstrates initiative and often works to the best of her/his ability.
4	Generally participates constructively in classroom activities, meets ongoing work requirements and works effectively in normal situations. The student generally demonstrates co-operation, punctuality, personal organization and active involvement.
3	Inconsistent participation in classroom activities and meeting work requirements, or clear difficulties in some areas. The student demonstrates a limited capacity for punctuality, personal organization and active involvement in classes and ongoing work S/he is only able to demonstrate these skills with support.
2	Limited participation in class activities and meeting ongoing work requirements. The student has difficulty in being punctual, managing personal organization and being actively involved in class activities. S/ he is unable to demonstrate these skills fully, even with support.
1	Minimal participation and personal organization.

Personal Project

- It's a Passion Project - a topic that motivates and interests the student
- It's challenging to the student
- Whatever form the personal project takes, it must allow the student to investigate and focus on a topic/issue **through** a Global context.
- It has 3 assessed parts: process journal, product, and a report

21st century corporations are looking for:

- 1) oral and written communication skills
- 2) critical thinking and problem solving skills
- 3) professionalism and work ethic
- 4) collaboration across networks
- 5) ability to work in diverse teams
- 6) fluency with information technology
- 7) leadership and project management skills

I used to think...
And now I think...



American International School of Lusaka

Helping every student thrive!

Questions?