



An Introduction to the IB MYP

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So what exactly is the International Baccalaureate?

"... The International Baccalaureate (IB) is a not-for-profit foundation, motivated by its mission to create a better world through education"



*...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...***



International Baccalaureate®
Baccalauréat International
Bachillerato Internacional



*...Our 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....*



International Baccalaureate®
Baccalauréat International
Bachillerato Internacional

IB Programmes are globally recognized

THE BIG NUMBERS

4977

Authorized IB World Schools around the world

2781

Number of State funded schools

1,500,000

Number of students with access to the four IB programmes



ib Primary Years Programme **1,558** Programmes

ib Middle Years Programme **1,427** Programmes

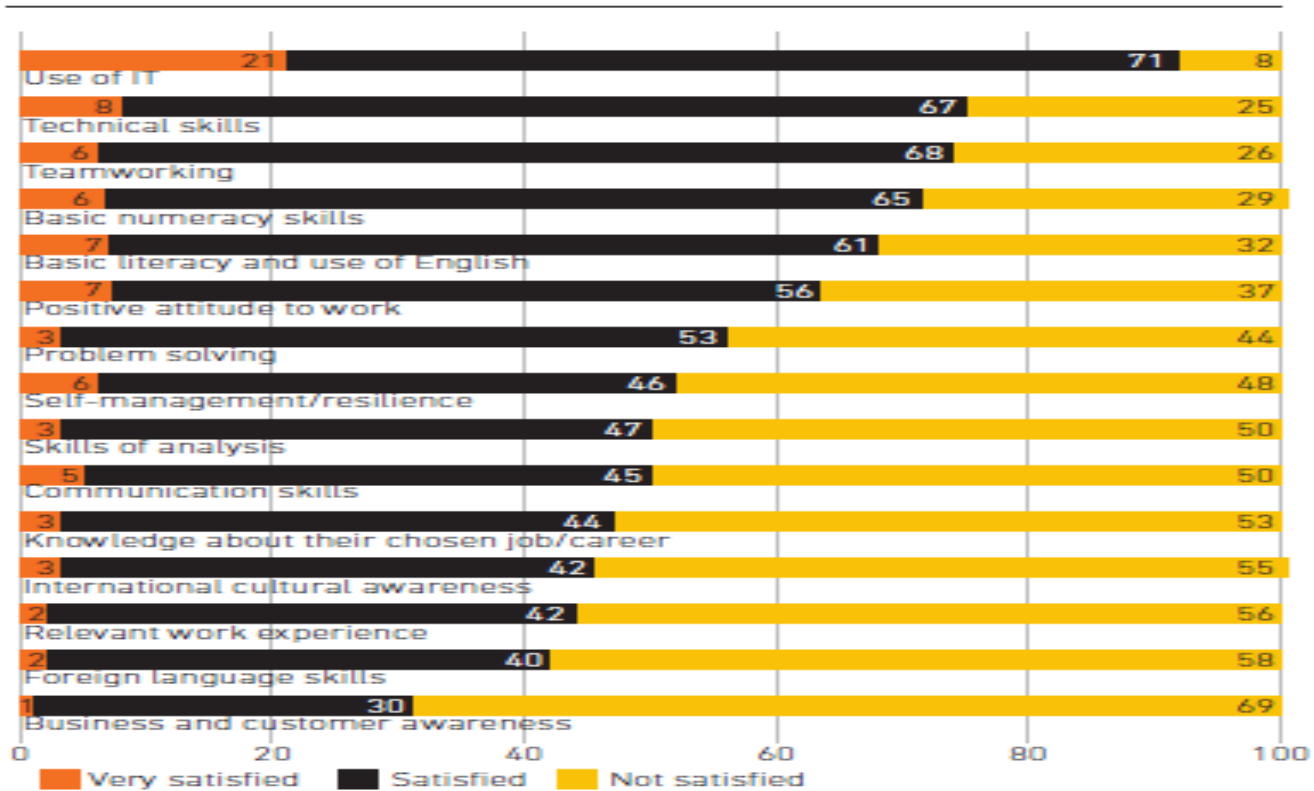
ib Diploma Programme **3265** Programmes

ib Career-related Programme **161** Programmes

IB schools in 152 countries

CBI/Pearson Education and Skills Survey 2016

Exhibit 31 Employer satisfaction with school/college leavers' skills



Andreas (Mr PISA) Schleicher, Director of Education, OECD

‘Education today is much more about ways of thinking which involve creative and critical approaches to **problem-solving and decision-making**. It is also about ways of working, including **communication and collaboration**.... And last, but not least, education is about the capacity to live in a multi-faceted world as **an active and engaged citizen**.’

Cognitive Skills

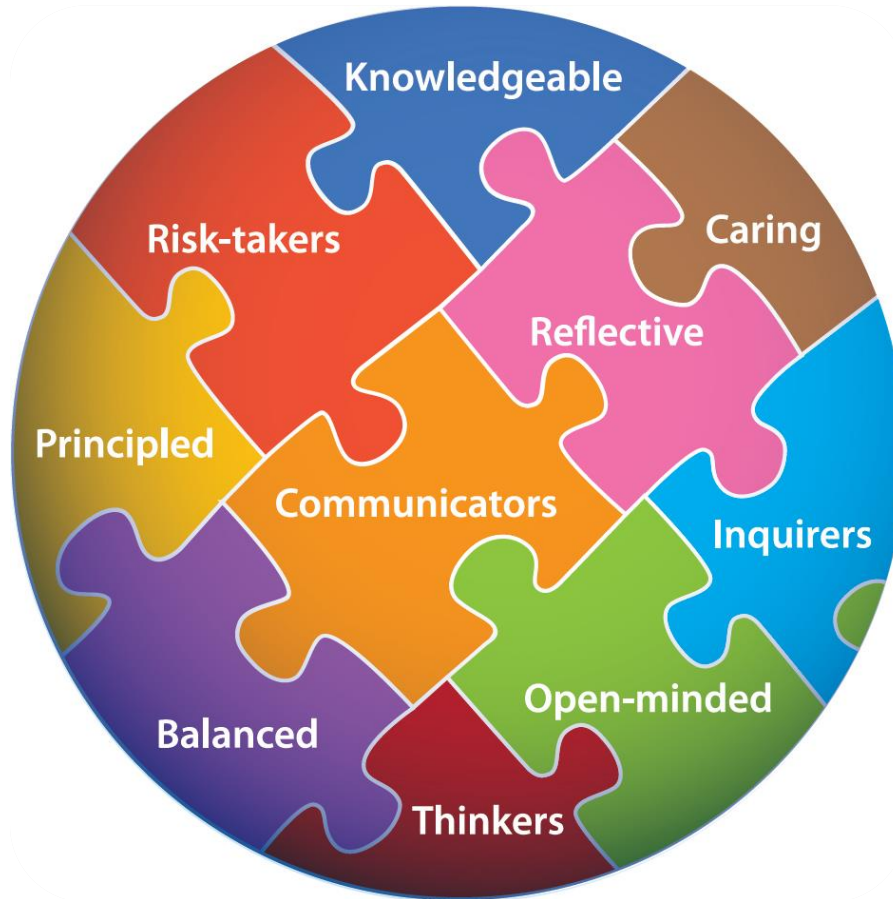
- Analysing
- Synthesising
- Critical thinking
- Evaluating
- Problem solving
- Inquiring mind
- Intellectual insight
- Innovation
- Argument construction
- Intellectual risk

Affective Skills

Attitudes to learning:

- Persistence and perseverance
- Focus and concentration, overcoming distractions
- Self-motivation, self confidence
- Dealing with anxiety
- Working to long term goals
- Managing impulsiveness and anger
- Developing resilience
- Working independently, in a team

IB learner profile



IB Programmes give structured opportunities for students to be:

- **Knowledgeable**
- **Caring**
- **Risk-takers**
- **Principled**
- **Balanced**
- **Communicators**
- **Thinkers**
- **Open-minded**
- **Reflective**
- **Inquirers**

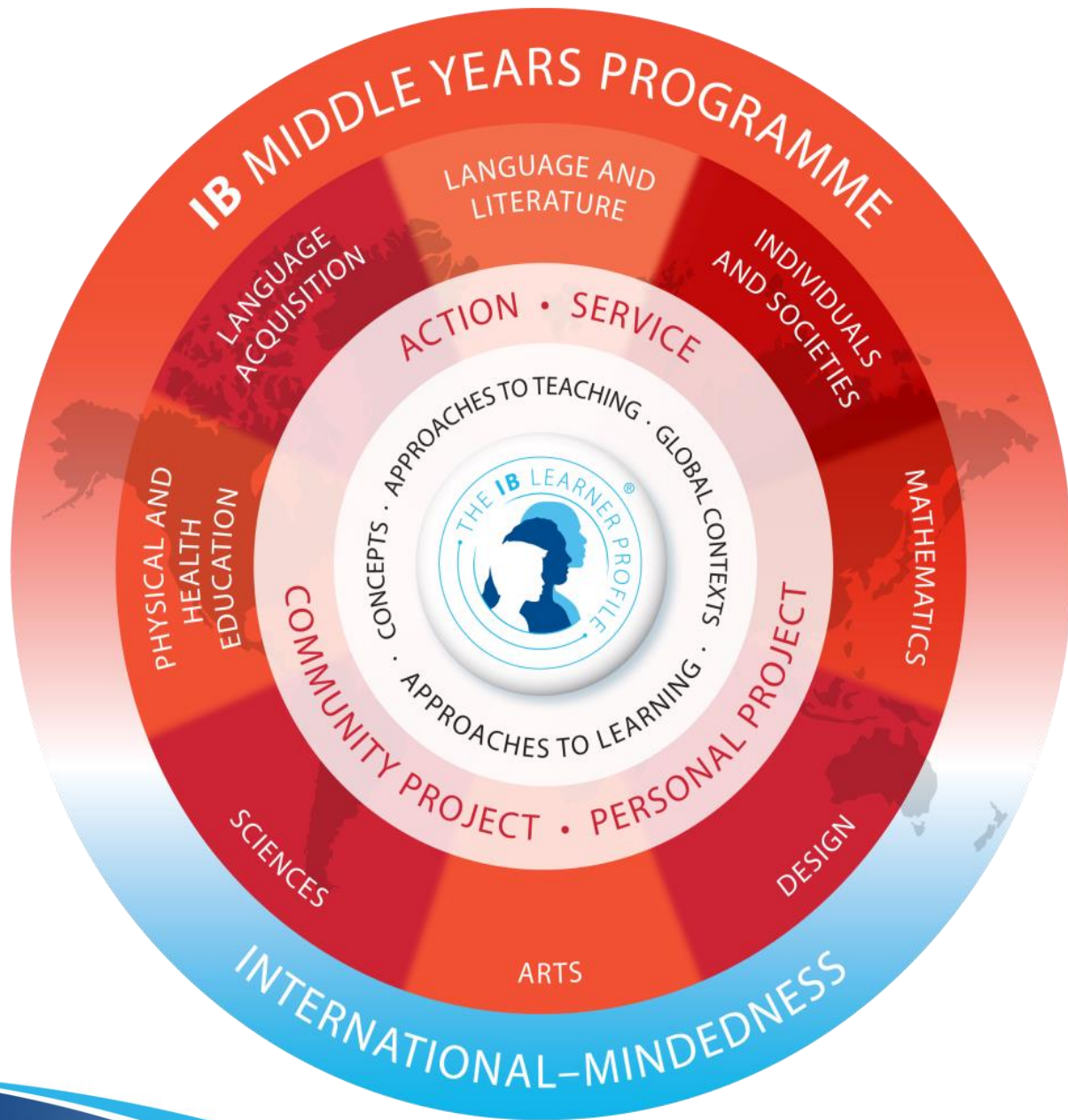


Fundamental Principles of the MYP

- **Holistic Learning**
- **Intercultural Awareness**
- **Communication**

Aims of the Programme

- addresses holistically students' intellectual, social, emotional and physical **well-being**
- provides students opportunities to develop the **knowledge, attitudes and skills they need in order to manage complexity and take responsible action for the future**
- ensures breadth and depth of understanding through study in **eight subject groups**
- requires the study of at least **two languages to support students in understanding their own cultures and those of others**
- empowers students to participate in **service with the community**
- helps to prepare students for **further education, the workplace and a lifetime of learning.**



Subjects

- 8 subject groups are mandatory from Y7 to Y9; students can “drop’ 2 subjects in Y10 and Y11 (but not languages)
- 50 teaching hours per group per year minimum
- No detailed subject content prescribed by IB
- Guides & TSM on PRC
- Each has following:
 - Subject objectives
 - Prescribed Key and Related concepts
 - ATL
 - Statements of inquiry
 - Assessment criteria for Y1, Y3, Y5

Programme flexibility

- MYP is a 5 year programme 11-16, however it can be adapted
- The full 5 year options are:
 - External eAssessments in Y11
 - Internally assessed school awarded grades
 - Internally assessed school awarded grades with (i)GCSEs
- All of these cause problems in the UK context

'UK friendly' Curriculum Models

Y7-Y9 MYP with NC content

**Y10-Y11 GCSE
retaining MYP
pedagogy**

Y7-Y8 MYP with NC
content

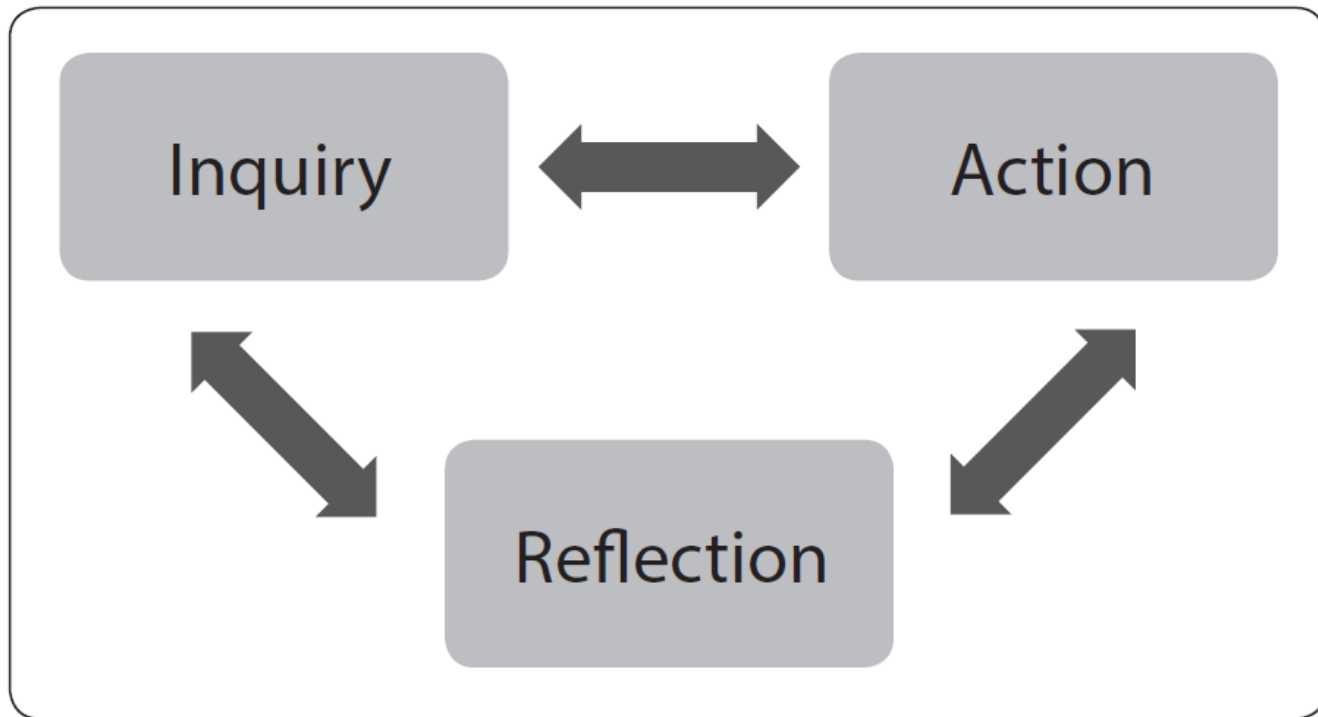
**Y9 MYP
with GCSE
content**

**Y10-Y11 GCSE
retaining MYP
pedagogy**

Pedagogy

- Inquiry
- Key Concepts
- Related Concepts
- Global Contexts
- Approaches to Learning
- Interdisciplinary Learning
- Social & Emotional Learning
- Service learning

Approaches to Teaching and Learning



Key Concepts

Key concepts are broad, organizing, powerful ideas that have relevance within and across subjects and disciplines, providing connections that can transfer across time and culture.

Aesthetics	Change	Communication	Communities
Connections	Creativity	Culture	Development
Form	Global interactions	Identity	Logic
Perspective	Relationships	Time, place and space	Systems

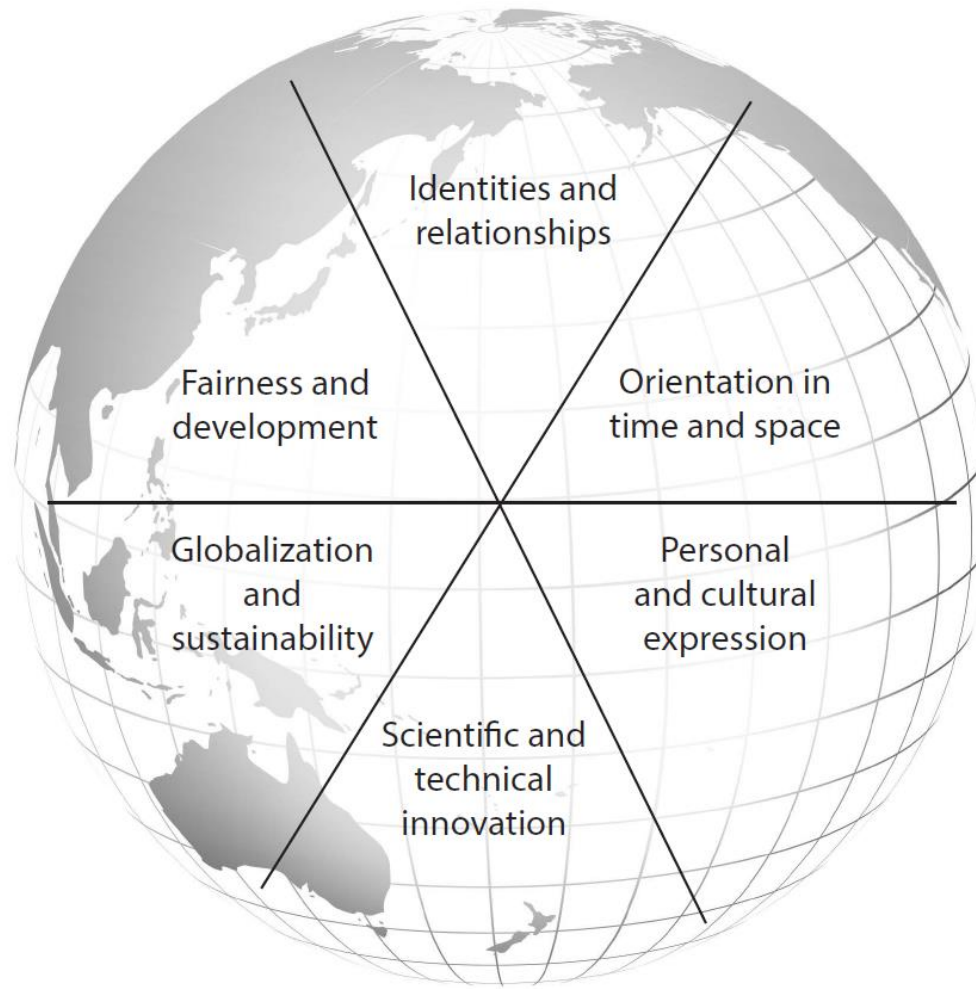
Related Concepts

Explore key concepts in greater detail, providing depth to the programme. They emerge from reflection on the nature of specific subjects and disciplines, providing a focus for inquiry into subject-specific content.

Global Contexts

- MYP global contexts provide points of entry for inquiries into what it means to be internationally minded, framing a curriculum that promotes multilingualism, intercultural understanding and global engagement. When teachers select a global context for learning, they are answering the following questions:
 - Why are we engaged in this inquiry?
 - Why are these concepts important?
 - Why is it important for me to understand?
 - Why do people care about this topic?

Global Contexts



Example from Science – combustion of fuels

National Curriculum:

- combustion, thermal decomposition, oxidation and displacement reactions
- exothermic and endothermic chemical reactions (qualitative)
- the production of carbon dioxide by human activity and the impact on climate
- representing chemical reactions using formulae and using equations

Key Concepts

Aesthetics	Change	Communication	Communities
Connections	Creativity	Culture	Development
Form	Global interactions	Identity	Logic
Perspective	Relationships	Time, place and space	Systems

Example from Science

The key concepts contributed by the study of sciences are **change, relationships and systems**.

The related concepts in chemistry		
Balance	Conditions	Transfer
Consequences	Energy	Evidence
Form	Function	Interaction
Models	Movement	Patterns

Example from Science – Global Contexts

“Many inquiries into sciences concepts naturally focus on scientific and technical innovation. However, courses in this subject group should over time offer students multiple opportunities to explore all MYP global contexts in relationship to the aims and objectives of the subject group.”

Example from Science - Combustion

- **Key concept: Change**
- **Related Concepts: Energy, Consequences**
- **Global Context: Globalization and Sustainability**

Statement of inquiry

- Teachers construct the statement of inquiry for a unit by combining a key concept, one or more related concepts, and a global context for the unit into a meaningful statement that students can understand. This statement expresses the relationship between concepts and context; it represents a transferable idea supported by factual content. Statements of inquiry facilitate synergistic thinking, synthesizing factual and conceptual levels of mental processing and creating a greater impact on cognitive development than either level of thinking by itself

Inquiry Questions

- Inquiry questions are drawn from, and inspired by, the statement of inquiry. Teachers and students develop these questions to explore the statement of inquiry in greater detail. Students can develop their own questions in ways that satisfy curiosity and deepen understanding. The strands of subject-specific objectives can also be helpful in formulating inquiry questions.
- Inquiry questions give shape and scope to a unit of study, and they help to scaffold the objectives that students should strive to achieve. As the unit progresses, both teachers and students can develop additional questions to explore.

Inquiry questions

Factual questions	Conceptual questions	Debatable questions
<ul style="list-style-type: none"> • Knowledge/fact-based • Content-driven • Skills-related • Supported by evidence • Can be used to explore terminology in the statement of inquiry • Frequently topical • Encourage recall and comprehension 	<ul style="list-style-type: none"> • Enable exploration of big ideas that connect facts and topics • Highlight opportunities to compare and contrast • Explore contradictions • Lead to deeper disciplinary and interdisciplinary understanding • Promote transfer to familiar or less familiar situations, issues, ideas and contexts • Encourage analysis and application 	<ul style="list-style-type: none"> • Enable the use of facts and concepts to debate a position • Promote discussion • Explore significant ideas and issues from multiple perspectives • Can be contested • Have tension • May be deliberately provocative • Encourage synthesis and evaluation

Example from Science - Combustion

- Key concept: **Change**
- Related Concepts: **Energy, Consequences**
- Global Context: **Globalization and Sustainability**
- Statement of Inquiry:
Combustion of fuels is a chemical change which releases energy and reorganises molecules to produce carbon dioxide and water and has consequences for the global environment.
- Inquiry Questions:
 - Factual – **what is combustion?**
 - Conceptual – **can combustion be reversed?**
 - Debatable – **if combustion of fuels damages the environment why do we use fuels?**

Approaches to Learning

How do we learn best, Learning to Learn, A4L

ATL skill categories	MYP ATL skill clusters
Communication	I. Communication
Social	II. Collaboration
Self-management	III. Organization
	IV. Affective
	V. Reflection
Research	VI. Information literacy
	VII. Media literacy
Thinking	VIII. Critical thinking
	IX. Creative thinking
	X. Transfer

Approaches to Learning

- **Communication Skills**
- Exchanging thoughts, messages and information effectively through interaction
- Reading, writing and using language to gather and communicate information
- **Social Skills**
- Working effectively with others
- **Self Management Skills**
- Managing time and tasks effectively
- Managing state of mind
- (Re)considering the process of learning; choosing and using ATL skills (reflection)
- **Research Skills**
- Finding, interpreting, judging and creating information
- Interacting with media to use and create ideas and information
- **Thinking Skills**
- Analysing and evaluating issues and ideas
- Generating novel ideas and considering new perspectives
- Using skills and knowledge in multiple contexts

Approaches to Learning

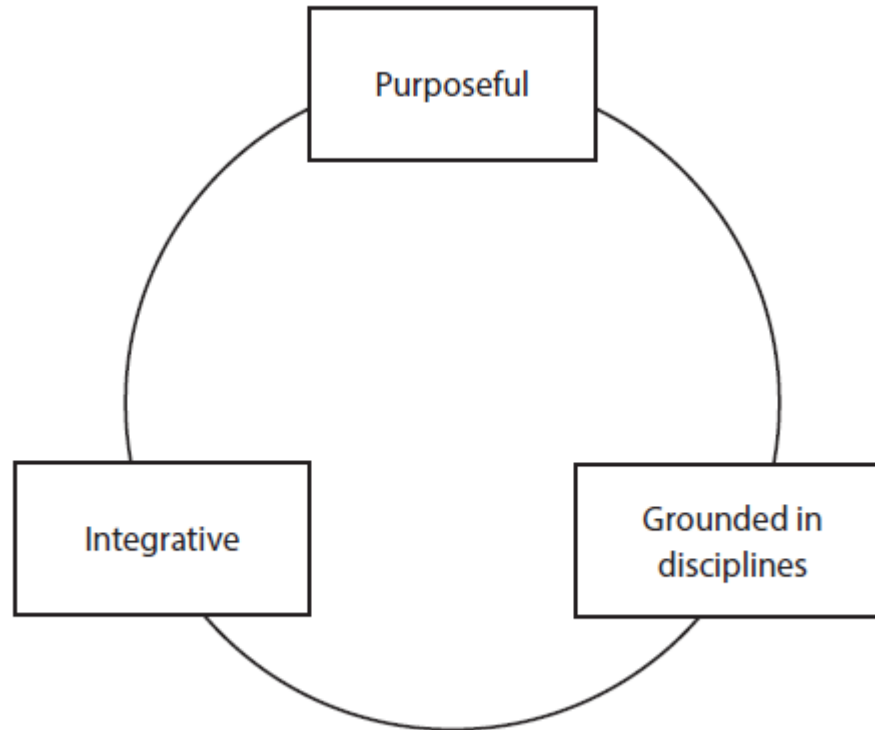
- **Novice/beginning**—students are introduced to the skill, and can watch others performing it (observation)
- **Learner/developing**—students copy others who use the skill and use the skill with scaffolding and guidance (emulation)
- **Practitioner/using**—students employ the skill confidently and effectively (demonstration)
- **Expert/sharing**—students can show others how to use the skill and accurately assess how effectively the skill is used (self-regulation)

Critical Thinking Skills Used Most Frequently in MYP Classrooms

Student and teacher surveys, and classroom observations, showed a high level of consistency. The skills reported by the highest percentages of students and teachers and observed in most classrooms were:

- Gathering and organizing information
- Considering ideas from different points of view
- Making connections
- Students explaining or elaborating on their thinking

Interdisciplinary Learning



Social and Emotional Learning



Assessment

- Criterion referenced
- Each subject has 4 criteria
- Criteria change in challenge through the programme – Y7, Y9, Y11
- Weighting of components different to GCSE, more emphasis on development of skills
- Optional end of MYP external assessment in Y11 – e-Assessments which are Ofqual registered but not in the School Performance Measures

Assessment Criteria

	A	B	C	D
Language and literature	Analysing	Organizing	Producing text	Using language
Language acquisition	Comprehending spoken and visual text	Comprehending written and visual text	Communicating	Using language
Individuals and societies	Knowing and understanding	Investigating	Communicating	Thinking critically
Sciences	Knowing and understanding	Inquiring and designing	Processing and evaluating	Reflecting on the impacts of science

Assessment Criteria

Mathematics	Knowing and understanding	Investigating patterns	Communicating	Applying mathematics in real-world contexts
Arts	Knowing and understanding	Developing skills	Thinking creatively	Responding
Physical and health education	Knowing and understanding	Planning for performance	Applying and performing	Reflecting and improving performance
Design	Inquiring and analysing	Developing ideas	Creating the solution	Evaluating

Moving the 'goal posts'

- Assessment criteria are provided at 3 levels for each subject: Y7, Y9, Y11.
- Therefore a student could remain on the same grade through Years 7-11 but would still make progress as the challenge of the criteria will increase, ie a grade 5 in Year 7 is not the same as grade 5 in Year 9 because the criteria in Year 9 are more difficult.
- To maintain grade 5 the student will have to have increased their achievement.
- Target setting potentially simplified

Interim Assessment Criteria: English Analysing

Year 7

Achievement level	Level descriptor
7–8	<p>The student:</p> <ul style="list-style-type: none"> i. provides perceptive identification and comment upon significant aspects of texts ii. provides perceptive identification and comment upon the creator's choices iii. gives detailed justification of opinions and ideas with a range of examples, and thorough explanations; uses accurate terminology iv. compares and contrasts features within and between texts.

Year 9

7–8	<p>The student:</p> <ul style="list-style-type: none"> i. provides perceptive identification and explanation of the content, context, language, structure, technique and style, and explains the relationships among texts thoroughly ii. provides perceptive identification and explanation of the effects of the creator's choices on an audience iii. gives detailed justification of opinions and ideas with a range of examples, and thorough explanations; uses accurate terminology iv. perceptively compares and contrasts features within and between genres and texts.
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Reasons for using the criteria

Better formative assessment

- Wider range of skills assessed which links to a wider range of assessment tasks
- Clearer indication of what students need to do to improve

Backwash effect

- Positive backwash effect is when assessment drives the taught curriculum in a beneficial way

Requirement for authorisation

Approaches to Teaching – The Unit Planner

Planning tool to ensure that all key areas are included in a unit of work:

- Key Concept
- Related Concept
- Global Context
- Statement of Inquiry
- Inquiry Questions
- Subject Group Objectives
- Assessment
- ATL
- Learner Profile

Community Project

- Carried out during Year 9
- Pulls together the different strands of the MYP
- Develops independence
- Design Cycle – identify of need, action, reflection

“In the community project, action involves a participation in *service learning* (service as action).”

Personal Project

- Carried out in Y11 – clash with GCSE
- At Dartford Grammar School, started in Y10 and completed in Y11.
- Not required for a 3 year MYP
- In a 5 year MYP it is mandatory and is externally moderated

Community project objectives	Personal project objectives
Objective A: Investigating	
i. Define a goal to address a need within a community, based on personal interests	i. Define a clear goal and global context for the project, based on personal interests
ii. Identify prior learning and subject-specific knowledge relevant to the project	
iii. Demonstrate research skills	
Objective B: Planning	
i. Develop a proposal for action to serve the need in the community	i. Develop criteria for the product/outcome
ii. Plan and record the development process of the project	
iii. Demonstrate self-management skills	
Objective C: Taking action	
i. Demonstrate service as action as a result of the project	i. Create a product/outcome in response to the goal, global context and criteria
ii. Demonstrate thinking skills	
iii. Demonstrate communication and social skills	
Objective D: Reflecting	
i. Evaluate the quality of the service as action against the proposal	i. Evaluate the quality of the product/outcome against their criteria
ii. Reflect on how completing the project has extended their knowledge and understanding of service learning	ii. Reflect on how completing the project has extended their knowledge and understanding of the topic and the global context
iii. Reflect on their development of ATL skills	iii. Reflect on their development as IB learners through the project