



Moreton Bay Boys' College

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Parent and Community Handbook

**International Baccalaureate
Middle Years Programme**

International Baccalaureate Mission Statement

The International Baccalaureate Organisation 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 organisation works with schools, governments and international organisations 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.

What is the IB Middle Years Programme (MYP)?

The IB Middle Years Programme, for students aged 11 to 16, provides a framework of academic challenge that encourages students to embrace and understand the connections between traditional subjects and the real world, and become critical and reflective thinkers.

The programme:

- encourages international-mindedness in IB students, starting with a foundation in their own language and culture
- encourages a positive attitude to learning by challenging students to solve problems, show creativity and resourcefulness and participate actively in their communities
- reflects real life by providing a framework that allows students to see the connections among the subjects themselves, and between the subjects and real issues
- supports the development of communication skills to encourage inquiry, understanding, language acquisition, and to allow student reflection and expression
- emphasises, through the learner profile, the development of the whole student – physically, intellectually, emotionally and ethically

What is the MYP philosophy?

The MYP is a philosophy that provides a framework for good instruction. The MYP provides instructional strategies that allow for students to take their learning outside of the classroom and connect it to the community and world around them. The MYP puts a strong emphasis on teachers working together to create collaborative lessons that allow for the students to see connections from one subject to another. The MYP is closely aligned to the ideas of 21st Century Learning – connecting your learning to your environment, examining how you learn best, integrating technology in the learning process, developing both written and oral communication skills, and incorporating a cross-curricular approach to teaching and learning.

The Curriculum

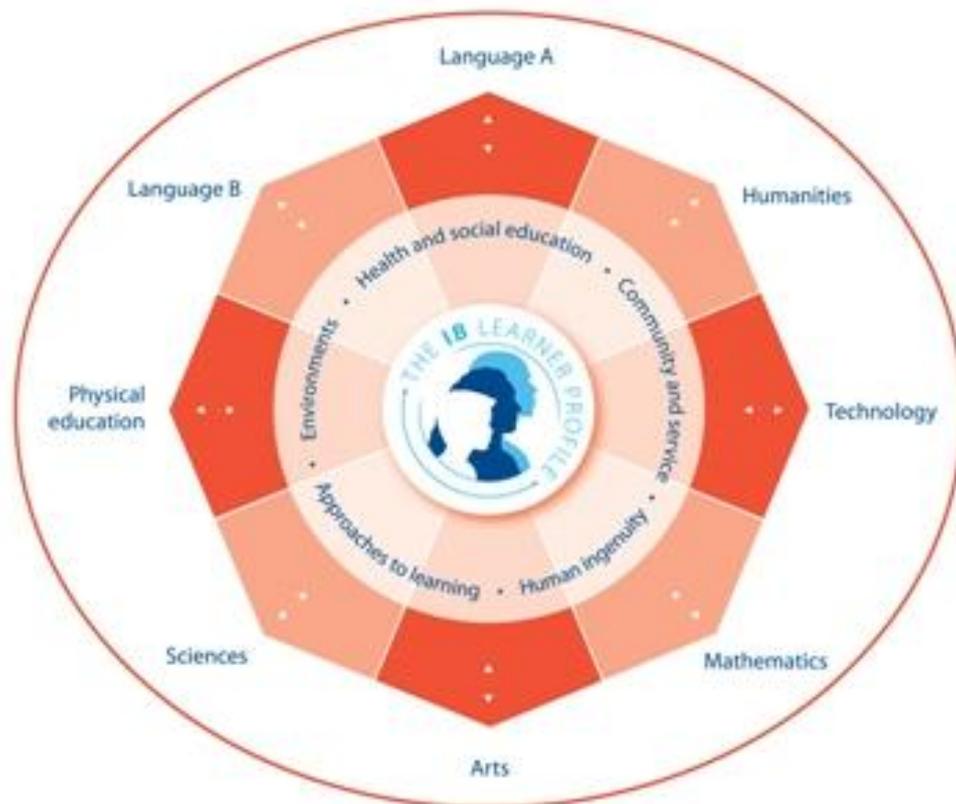
The programme consists of eight subject groups integrated through five areas of interaction that provide a framework for learning within and across the subjects. Students are required to study their mother tongue, a second language, humanities, sciences, mathematics, arts, physical education and technology. In the final year of the programme, students also engage in a personal project, which allows them to demonstrate the understandings and skills they have developed throughout the programme. The first MBBC students to engage in the personal project will be the Year 10 students of 2013.

What is the Personal Project?

The Personal Project is an activity that allows the students to conduct research on a topic that is of personal interest to them. The student will be guided through the project by a mentor to help support their research. The students will present their research in a creative manner to express what they have learned during the process. The Personal Project will reflect their understanding of the different areas of interaction. During the process, students will be planning, researching and reflecting on their project and what they are learning. This project allows students to showcase the skills they have developed during the MYP. The personal project will be assessed by teachers using a set of IB assessment criteria.

Middle Years Programme Curriculum

The curriculum is illustrated by an octagon with eight academic areas or subject groups surrounding the five areas of interaction. The personal project appears at the centre.



The emphasis is on the fluidity of the curricular framework and the interrelatedness of the subjects. Aspects of the areas of interaction are addressed naturally through the distinct disciplines.

The overall philosophy of the programme is expressed through three fundamental concepts that support and strengthen all areas of the curriculum. These concepts are based on:

- intercultural awareness
- holistic learning
- communication

Taken as a whole, the curriculum provides a balanced education that will equip young people for effective participation in the modern world.

Middle Years Programme Assessment

Assessment is criterion-related, so students around the world are measured against pre-specified criteria for each subject group. Teachers may modify these criteria to be age - appropriate in the earlier years of the programme. Teachers set assessment tasks that are assessed internally in the school. External checks (either moderation or monitoring of assessment by IB examiners) may be carried out on this internal assessment to ensure worldwide consistency of standards.

Continuous assessment

Teachers organise continuous assessment over the course of the programme according to specified assessment criteria that correspond to the objectives of each subject group. Regular school assessment and reporting play a major role:

- in the students' and parents' understanding of the objectives and assessment criteria
- in the students' preparation for final assessment
- in the development of the curriculum according to the principles of the programme

Teachers are responsible for structuring varied and valid assessment tasks (including tests and examinations) that will allow students to demonstrate achievement according to the objectives for each subject group. These include:

- open-ended, problem-solving activities
- investigations
- organised debates
- hands-on experimentation
- analysis and reflection

In keeping with the ethos of approaches to learning, schools also make use of quantitative and qualitative assessment strategies and tools that provide opportunities for peer- and self-assessment.

The Learner Profile

The International Baccalaureate Programme encourages the development of universal human values as nations and peoples increasingly compete in a global marketplace. These universal human values are expressed in the Learner Profile as 10 attributes.

By involvement in the IB, students will become:

- **Inquirers** - Their natural curiosity has been nurtured and they actively enjoy learning
- **Thinkers** - They exercise initiative in applying thinking skills critically and creatively to solving complex problems
- **Communicators** - They receive and express ideas and information confidently in more than one language

- **Risk-Takers** - They approach unfamiliar situations without anxiety and have the confidence to explore new ideas
- **Knowledgeable** - They have explored themes, which have global significance and importance have acquired a critical mass of knowledge
- **Principled** - They have a sound grasp of the principles of moral reasoning and have acquired integrity, honesty and a sense of justice
- **Caring** - They show sensitivity towards the needs and feelings of others, and have a sense of personal commitment to helping others
- **Open-minded** - They respect the values of other individuals and cultures and seek to consider a range of points of view
- **Well-balanced** - They understand the importance of physical and mental balance and personal well-being
- **Reflective** - They give thoughtful consideration to their own learning by constructively analysing their personal strengths and weaknesses

Areas of Interaction

The five areas of interaction that encompass the subject groups include:

1. Approaches to Learning

- How do I learn best?
- How do I communicate my understanding?

2. Community and Service

- How do we live in relation to each other?
- What are my values?
- How can I contribute to the community?
- What actions can I take?
- How can I help others?

3. Environment

- Where do we live?
- What are my responsibilities?
- How do my values shape the action I can take within my community/environment?

4. Health and Social Education

- How do I think and act?
- How am I changing?
- How can I look after myself and others?
- What are my values about personal relationships?

5. Human Ingenuity

- Why and how do we create?
- What are the consequences?
- What might the future hold?
- What is the truth?
- How do I know what is right?

Approaches to Learning

The fundamental components of the Middle Years Programme are intercultural awareness, holistic learning, and communication. The MYP also helps students to approach their learning with specific skills and strategies:

1. Organisation

- performing at the expected scholastic level
- time management
- self-management
- setting goals

2. Collaboration

- working in groups and taking responsibility
- accepting others and their viewpoints
- personal challenges – respecting differences

3. Communication

- literacy – reading strategies
- being informed and using media
- informing others

4. Transfer

- making connections
- understanding across subject areas
- creating products and solutions
- inquiring in different contexts

5. Information Literacy

- accessing information/researching
- selecting and organising information
- understanding viewpoints and bias
- referencing

6. Reflection

- self-awareness
- self evaluation

7. Thinking

- generating ideas and novel solutions
- planning
- inquiring
- applying knowledge & concepts
- identifying problems

Contacts

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