Introduction to the Middle Years Programme

Tuesday, 24 February, 2014
What is the MYP?

https://www.youtube.com/watch?v=HF3xG1qrwrM
The International Baccalaureate® (IB) Middle Years Programme (MYP) emphasizes intellectual challenge.

It encourages students aged 12 to 15 to make practical connections between their studies and the real world, preparing them for success in further study and in life.
The MYP aims to develop students who are:

• active learners
• internationally minded
• able to empathize with others
• have the intellect and skills to pursue lives of purpose and meaning.

The programme empowers students to inquire into a wide range of issues and ideas of significance locally, nationally and globally. The result is young people who are creative, critical and reflective thinkers.
Why does MBBC offer the MYP?

Research shows that students participating in the MYP:

• build confidence in managing their own learning
• learn by doing and connecting the classroom to the larger world
• thrive in positive school cultures where they are engaged and motivated to excel
• develop an understanding of global challenges and a commitment to act as responsible citizens.

The MYP was revised in September 2014 to provide a more rigorous and highly flexible framework that powerfully integrates with the Australian Curriculum.
The IB Learner Profile aims to develop learners who are:

- Inquirers
- Knowledgeable
- Thinkers
- Communicators
- Principled
- Open-minded
- Caring
- Risk-takers
- Balanced
- Reflective
The MYP Curriculum Framework

includes:
• approaches to learning (ATL), students learn how to learn by developing skills for research, critical and creative thinking, communication, collaboration, and self-management
The MYP Curriculum Framework includes:

- Key and related concepts, helping students explore big ideas that matter.
includes:

• **Global contexts**, helping students understand the relevance and importance of their study for understanding their common humanity and shared guardianship of the planet.
PYP transdisciplinary theme

Who we are
An inquiry into the nature of the self; beliefs and values; personal, physical, mental, social and spiritual health; human relationships including families, friends, communities and cultures; rights and responsibilities; what it means to be human.

Where we are in place and time
An inquiry into orientation in place and time; personal histories; homes and journeys; the discoveries, explorations and migrations of humankind; the relationships between, and the interconnectedness of, individuals and civilizations, from local and global perspectives.

How we express ourselves
An inquiry into the ways in which we discover and express ideas, feelings, nature, culture, beliefs and values; the ways in which we reflect on, extend and enjoy our creativity; our appreciation of the aesthetic.

MYP global context

Identities and relationships

Orientation in space and time

Personal and cultural expression
<table>
<thead>
<tr>
<th>How the world works</th>
<th>Scientific and technical innovation</th>
</tr>
</thead>
<tbody>
<tr>
<td>An inquiry into the natural world and its laws; the interaction between the natural world (physical and biological) and human societies; how humans use their understanding of scientific principles; the impact of scientific and technological advances on society and on the environment.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>How we organize ourselves</th>
<th>Globalization and sustainability</th>
</tr>
</thead>
<tbody>
<tr>
<td>An inquiry into the interconnectedness of human-made systems and communities; the structure and function of organizations; societal decision-making; economic activities and their impact on humankind and the environment.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Sharing the planet</th>
<th>Fairness and development</th>
</tr>
</thead>
<tbody>
<tr>
<td>An inquiry into rights and responsibilities in the struggle to share finite resources with other people and with other living things; communities and the relationships within and between them; access to equal opportunities; peace and conflict resolution.</td>
<td></td>
</tr>
</tbody>
</table>
The action may involve students in:
• feeling empathy towards others
• making small-scale changes to their behaviour
• undertaking larger and more significant projects
• acting on their own
• acting collaboratively
• taking physical action
• suggesting modifications to an existing system to the benefit of all involved
• lobbying people in more influential positions to act.

http://www.chrisjordan.com/gallery/ rtn2/#venus
What is the Personal Project?

The Personal Project is an exciting and rewarding opportunity to:

- explore a topic that is of interest to your son;
- develop his Approaches to Learning skills further; and
- create something unique to your son.

It is a mandatory project in the Middle Years Programme (MYP).
So what is the Personal Project?

The MYP culminates in an independent learning project. Students complete a significant piece of work over an extended period of time, encouraging them to consolidate their learning and reflect on the outcomes of their work.
What are the aims of the Personal Project?

• participate in a sustained, self-directed inquiry within a global context
• generate creative new insights and develop deeper understandings through in-depth investigation
• demonstrate the skills, attitudes and knowledge required to complete a project over an extended period of time
• communicate effectively in a variety of situations
• demonstrate responsible action through, or as a result of, learning
• appreciate the process of learning and take pride in their accomplishments.
How will I know what my son needs to do and when he should be doing it?
What projects have other students completed?

Job Shadowing – learning how to be an NRL referee, being coached by Michael Phelps’s coach in the US to improve swimming skills and learning how to learn and applying that knowledge to riding a unicycle.
Middle Year Program Assessment
How does my son get assessed?

A range of assessment techniques including:

• Examinations
• Assignments
• Oral presentations
• open-ended, problem-solving activities
• investigations
• organized debates
• hands-on experimentation
• analysis and reflection.
Assessment Criteria?

• Each subject has 4 assessment criteria.
• Student performance is assessed against the published assessment criteria for each subject.
• Assessment criteria is on a 0 to 8 scale.
Report Grades

• Teachers apply the grade boundaries to determine the final grade for the student in each subject.