

MODES DE LA CONNAISSANCE | FORMAS DE CONOCIMIENTO | WAYS OF KNOWING

IB CONFERENCE OF THE AMERICAS 2014

WASHINGTON, DC • 10–13 JULY



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MYP 2014 and beyond

Valuing the past, embracing the future



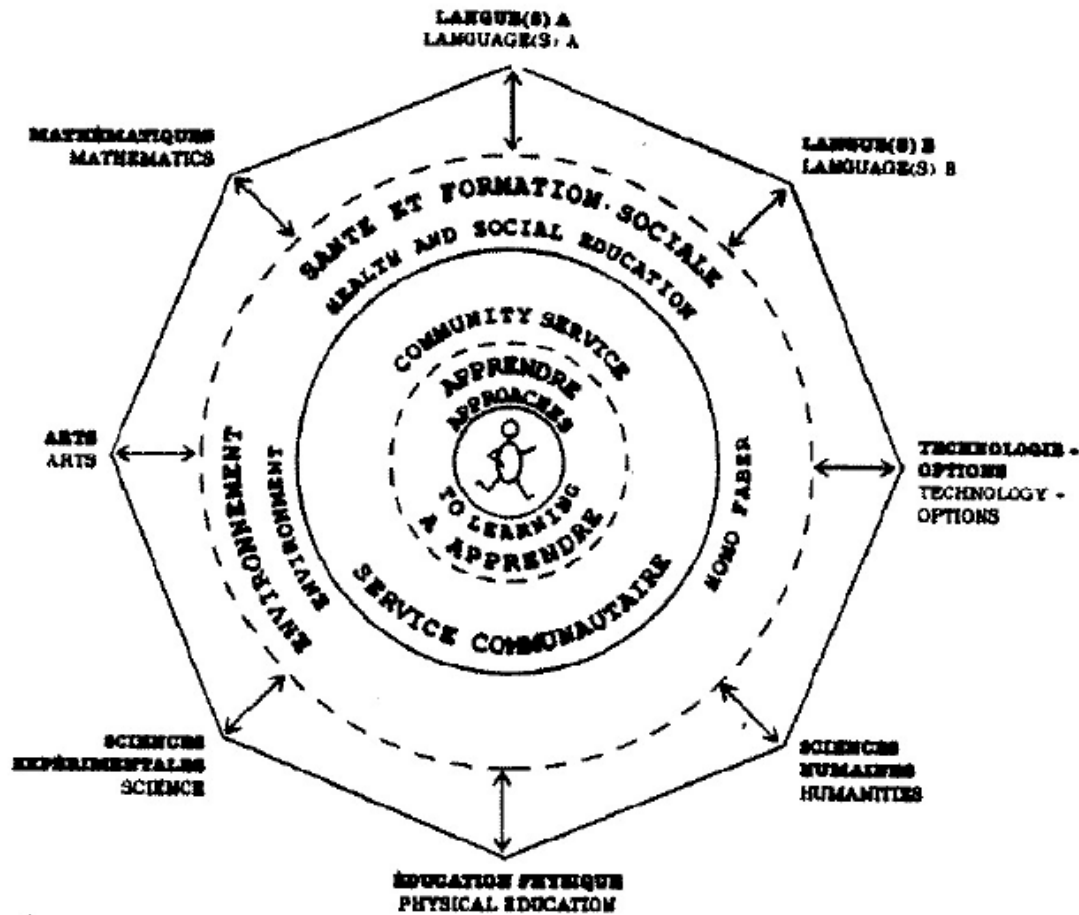
Session objectives

- **Not** to present a detailed summary of MYP: Next chapter developments or offer school-specific information about programme implementation
- Practice critical, reflective thinking from multiple perspectives
- Promote collaborative conversation about the impact of curriculum implementation
- Provide feedback from the region on communication and research possibilities and priorities



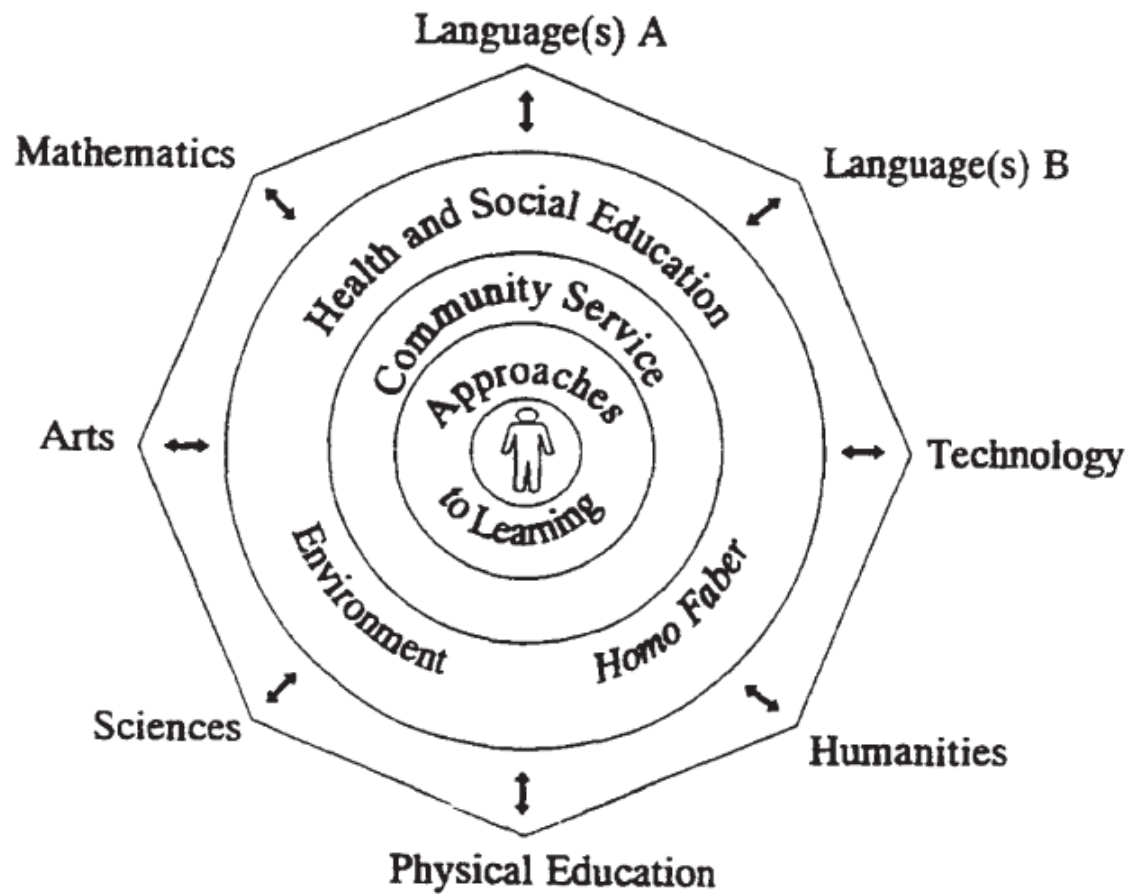


mid 1990's



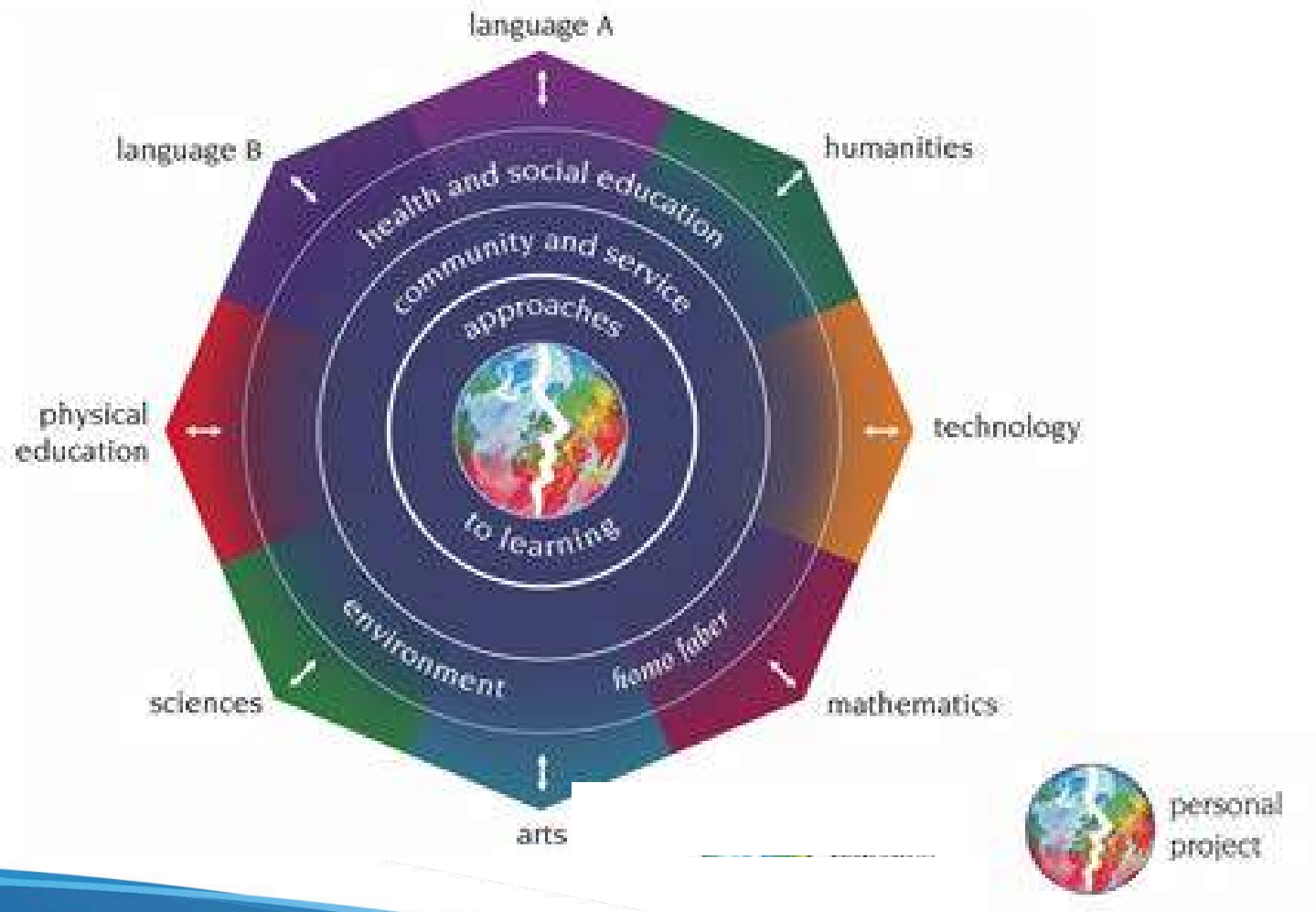


late 1990's



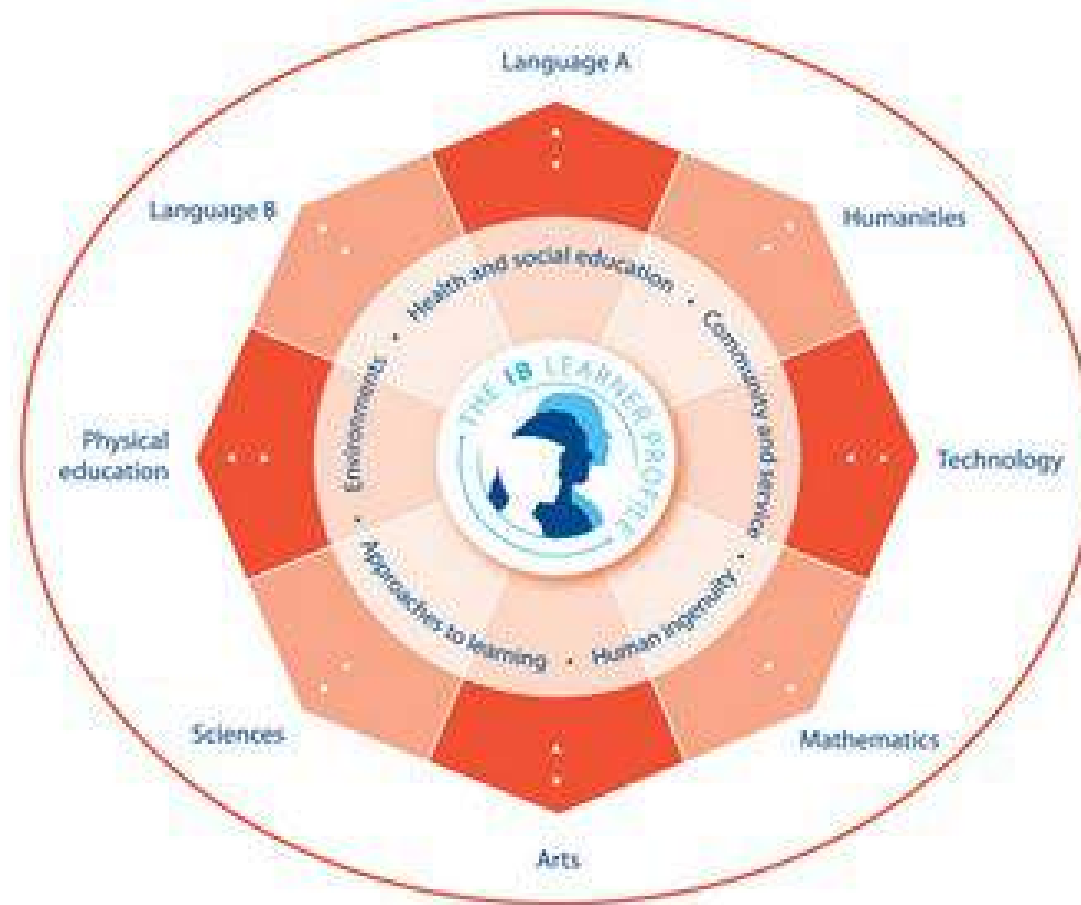


early 2000's





mid 2000's



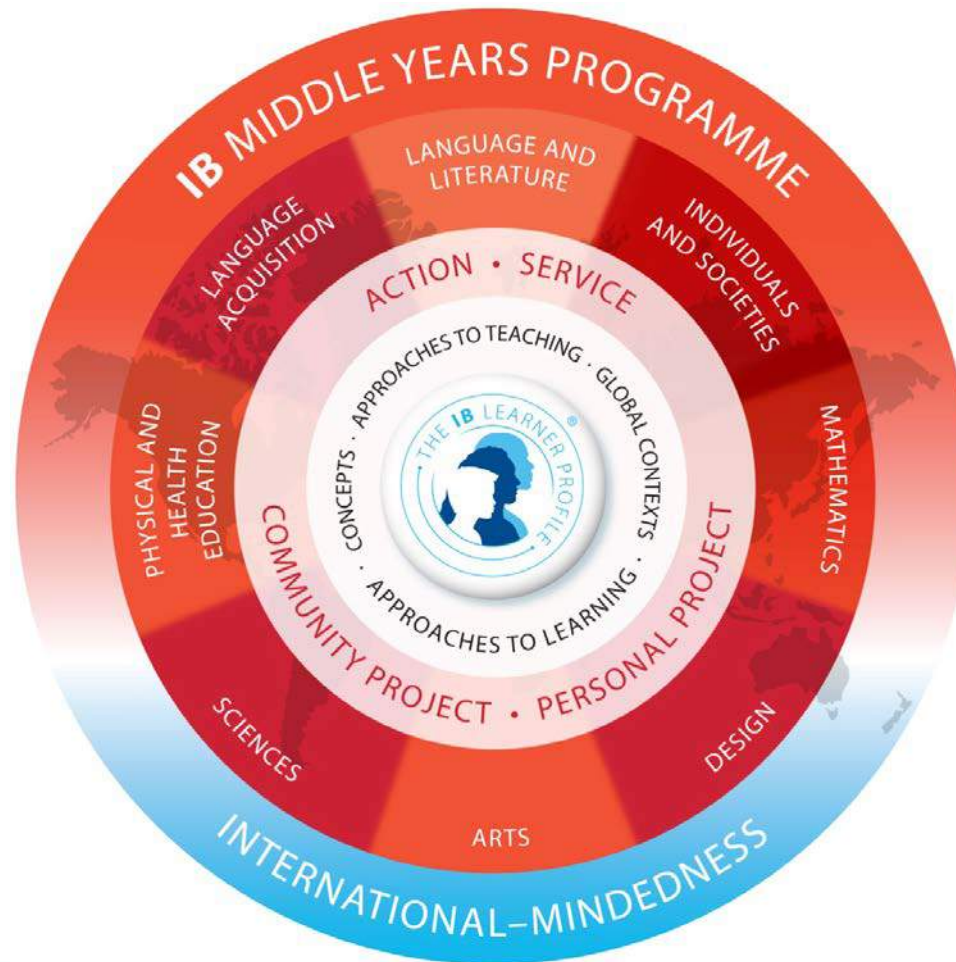


Today





From September 2014





Digital toolkit

www.ibo.org/myib/digitaltoolkit

New MYP resources to promote the enhanced MYP in a clear, visible, positive and consistent manner, in full compliance with IB brand guidelines, copyrights, and recommended usage:

- Revised programme brochure
- Newly created MYP short-form brochure
- Factsheets for parents, teachers and school leaders
- Q&A sheet for authorized schools
- Q&A sheet for candidate and interested schools
- MYP programme model
- MYP programme model posters
- MYP logo



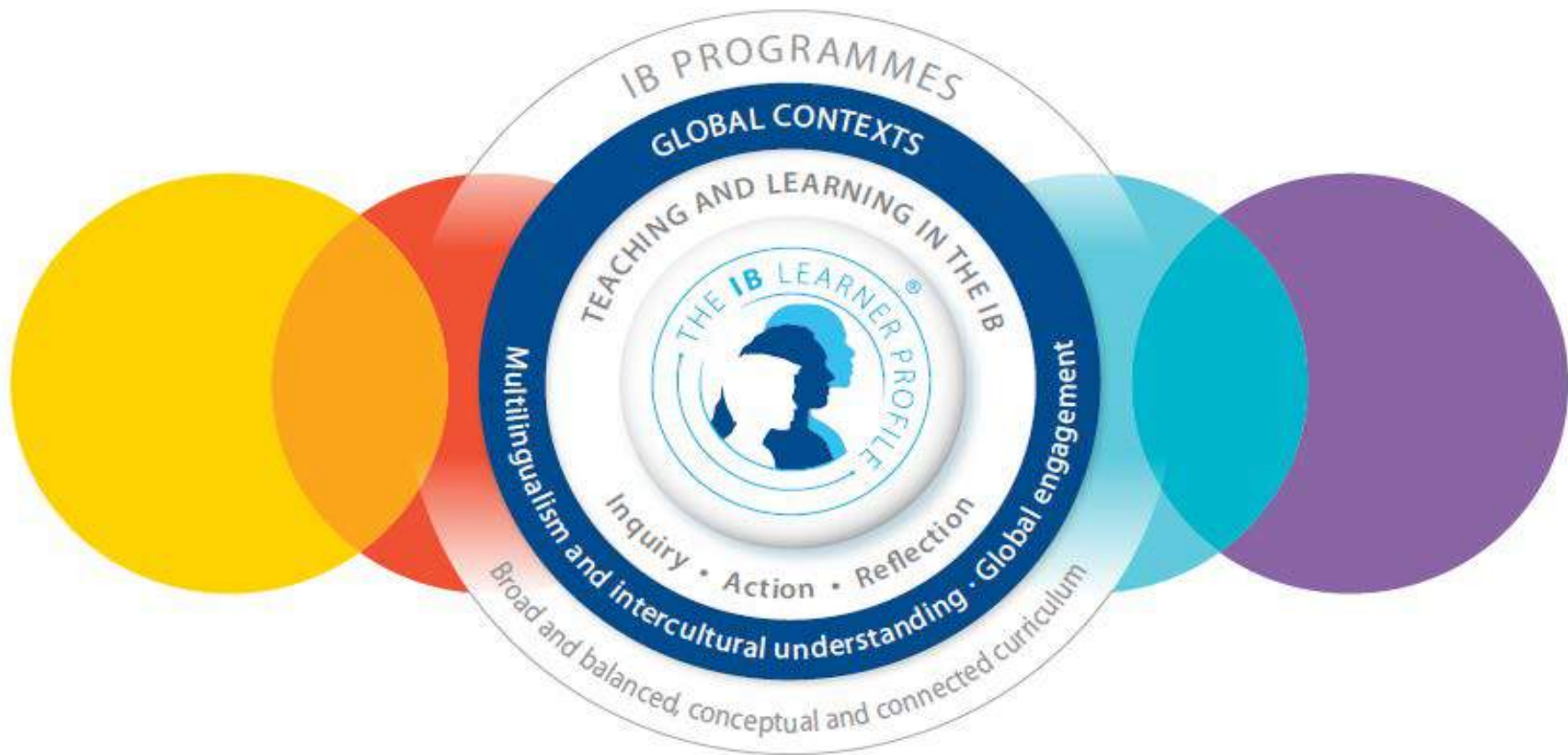


IB continuum



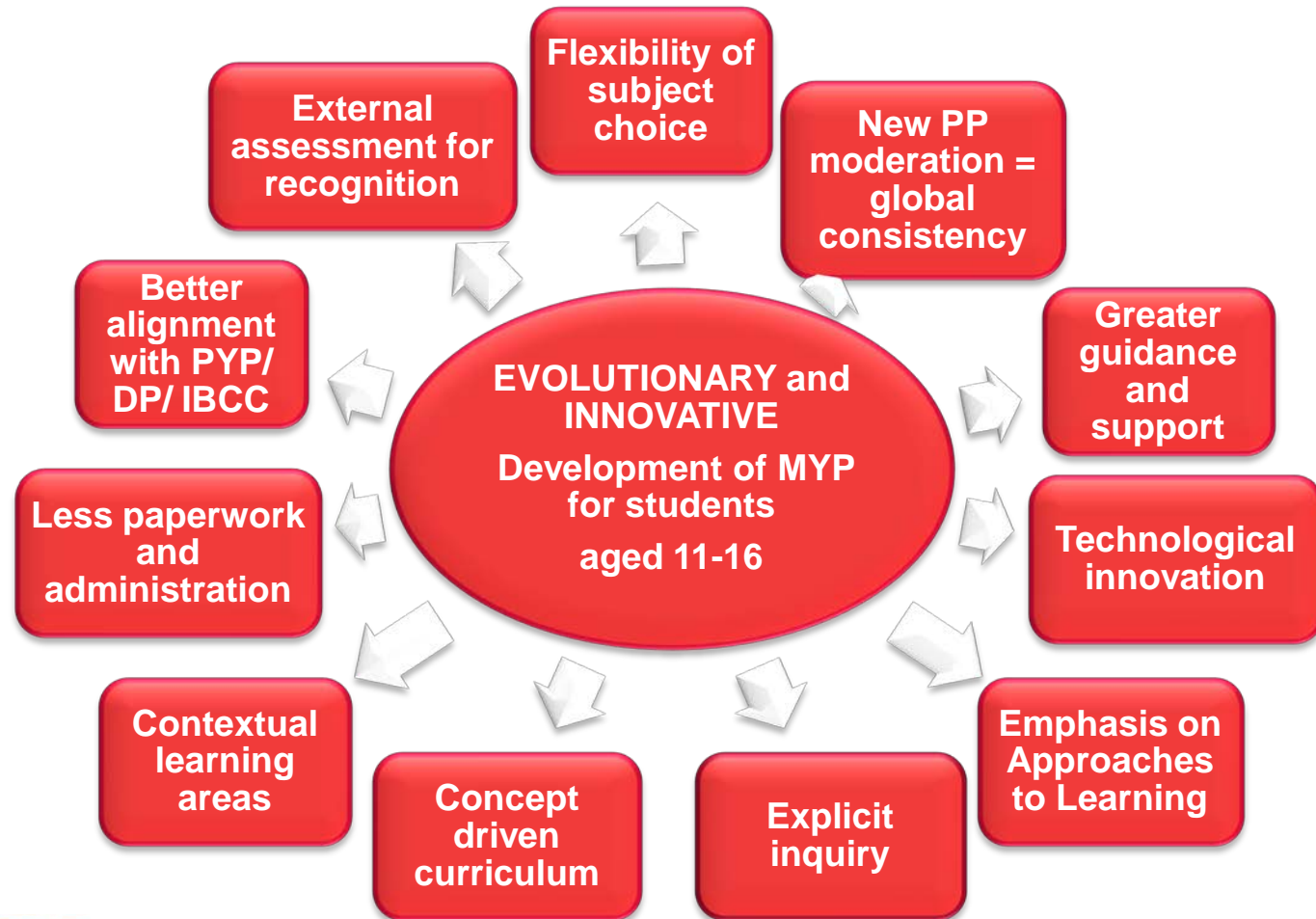


What is an IB education?





Solutions to issues raised by schools





Trends in middle level education

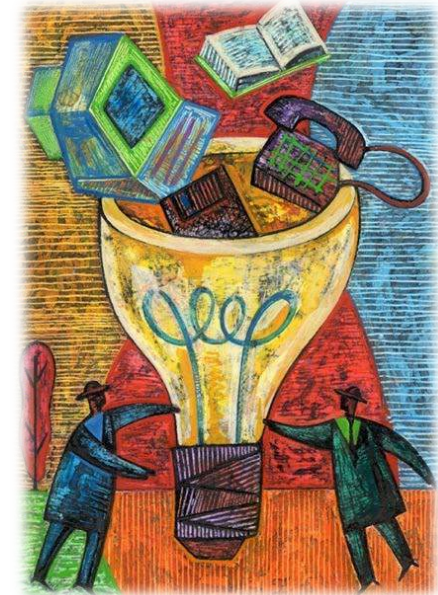
- personalization (consumer choice, on-demand, bespoke)
- digitalization (personal devices, online learning)
- internalization (bullying, mindfulness, self-management)
- globalization (connections, markets)
- authenticity (community interaction, service learning)
- accountability (international benchmarking, common standards)
- practicality (careers, 'high-touch' professions)
- creativity (entrepreneurship, innovation, artistry)





Changing educational outcomes

- adaptability to change
- ability to communicate
- ability to work in teams
- preparedness to solve problems
- ability to analyze and conceptualize
- ability to reflect on and improve performance
- ability to manage oneself
- ability to create, innovate, and criticize
- ability to engage in learning new things at all times
- ability to cross specialist borders



Chris Wardlaw,
“Mathematics in Hong Kong/China:
Improving on Being 1st in PISA”





Remember the big picture

Better for students. . .

easier for teachers. . .

more flexible for schools

- Clear curriculum requirements, less restriction
- Prescribed elements, with opportunities for multiple approaches
- Global community of practice





Support for schools



Individuals and societies teacher support material

Introduction

[How to use this teacher support material](#)

Written curriculum

[MYP unit planning process](#)

[Examples of MYP individuals and societies unit plans](#)

[Individuals and societies overview](#)

[Approaches to learning](#)

Taught curriculum

[Individuals and societies objectives](#)

[Addressing the inquiry cycle](#)

[Differentiation to address learning diversity](#)

Assessed curriculum

[Formative and summative assessment](#)

How to use this teacher support material

This teacher support material is designed to accompany the MYP *Individuals and societies guide* (published May 2014). It is intended to give practical help to support teachers' understanding and implementation of the subject group framework.

The teacher support material is divided into three sections.

- Written curriculum
- Taught curriculum
- Assessed curriculum

For further information on each of these sections, please refer to *MYP: From principles into practice* (May 2014).

Please note that the materials provided are **examples only**. They have been included to demonstrate how teacher planning and tasks, and student work may appear, and do not form part of a mandatory curriculum for schools. Teachers may wish to use these examples as a guide to support the design of appropriate units of work and assessment tasks.

Any examples of student work included in this teacher support material (TSM) are authentic and are presented in their original style, which may include spelling, grammatical and any other errors.

Please note that the assessment criteria used in this material correspond to the MYP *Individual and societies guide* (published in May 2014), and are for first use in final assessment in the 2014–2015 academic year (northern hemisphere) and the 2015 academic year (southern hemisphere).

1,500 pages in 2014

1,000 additional pages in 2015





IB MYP results/ certificate 2016

	Onscreen examination subjects <i>(individually marked)</i>	<ul style="list-style-type: none"> • Language and literature • Individuals and societies • Sciences • Mathematics • Interdisciplinary learning 	optional eAssessment
	ePortfolio: language acquisition	<ul style="list-style-type: none"> • Collection of tasks • available in selected languages <i>Internally marked, externally moderated (dynamic sampling)</i>	
	ePortfolio: Arts, Design or PHE	<ul style="list-style-type: none"> • course work • Internally marked, externally moderated <i>(dynamic sampling)</i>	
	MYP personal project	<ul style="list-style-type: none"> • Internally marked, externally moderated <i>(dynamic sampling)</i>	



Innovative contemporary assessment

- Efficient two hour onscreen examinations
- Focus on conceptual understanding and the application of knowledge in global contexts
- Clear learning objectives that develop critical and creative thinking
- Use of rich media and interactive simulations as background resources and source material
- Dynamic response tools that go beyond selected response and extended writing
- Backed by 45 years of IB assessment expertise



Background Resources



Reading

Video



About 600,000 people in Kenya's capital live in the Kibera neighbourhood, East Africa's largest informal settlement.

Congestion is a major problem. There is not even the space to build toilets.

Some frustrated residents use polythene bags commonly known as "flying toilets" to dispose of human waste.

Background

0% 1 (8 marks) ^

0% 2 (2 marks) ^

0% 3 (10 marks) ^

< Status Map

100%





Onscreen examinations

Lang/ Lit	Biology	History	Maths	Interdisc
Lang/ Lit	Biology	History	Maths	Interdisc
Lang/ Lit		History	Maths	Interdisc

2015

Intg Human	Chemistry	Physics	Intg Sciences	Ext Maths	Geography
Intg Human	Chemistry	Physics	Intg Sciences	Ext Maths	
			IntgSciences		

2016

L/L Arabic	L/L Chinese	L/L Dutch
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with plans for more!

Language key





eAssessment Information

April 2014

- eAssessment development report
- Moderation 2015 required tasks
- 2013 trial report
- onscreen examination presentation

September 2014

- **Guide to MYP eAssessment (2015 live pilot examinations)**

- onscreen examination blueprints
- specimen tasks and mark schemes for onscreen exams
- subject-specific grade descriptors

- **Handbook of procedures for the MYP (2015 live pilot examinations)**

- **eAssessment update (MYP languages)**





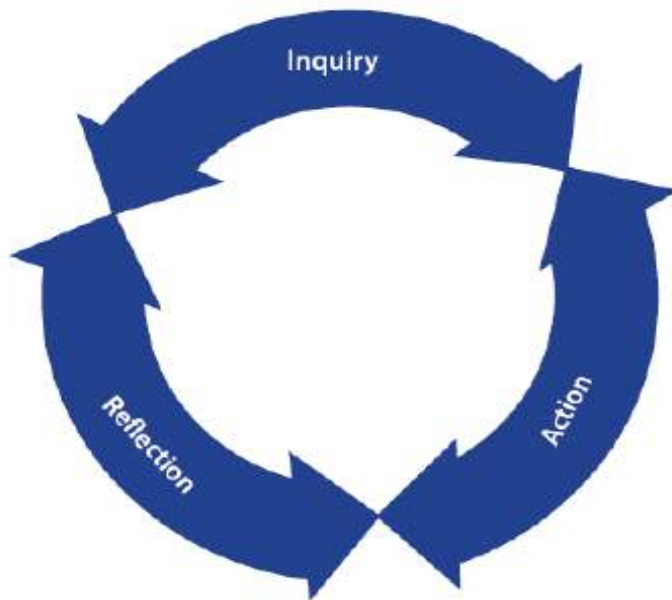
Demonstration videos





Monitoring and more

- Monitoring of curriculum trial begins September



MYP unit planner

Teacher(s)			
Unit title			
Inquiry: Establishing the purpose of the unit		Subject group and discipline	Unit duration (hrs)
		MYP year	
Key concept	Related concept(s)		Global context
Statement of Inquiry			
Inquiry questions			
Factual—			
Conceptual—			
Debatable—			





MYP curriculum framework



Change?

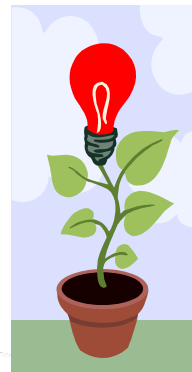
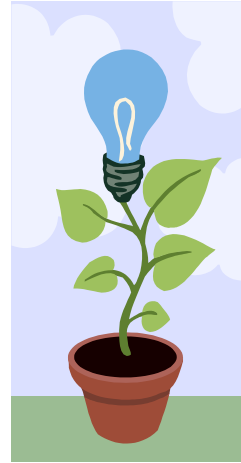


Innovation?





in varietate concordia





Purposeful, open-ended change



Key concepts
Related concepts
Global contexts
ATL skills
Subject specific criteria
Service as action outcomes





Further guidance

Further guidance documents will be available in Q3 2014

- Written curriculum
- Assessed curriculum
- Approaches to learning
- Service as action
- MYP projects
- Mathematics
- Sciences
- Arts
- Language

These documents will address the rationale for post-publication changes, and they will provide answers to frequently asked questions that the MYP community has posed during the initial presentation of the revised programme requirements and renewed curriculum framework.





Continual improvement

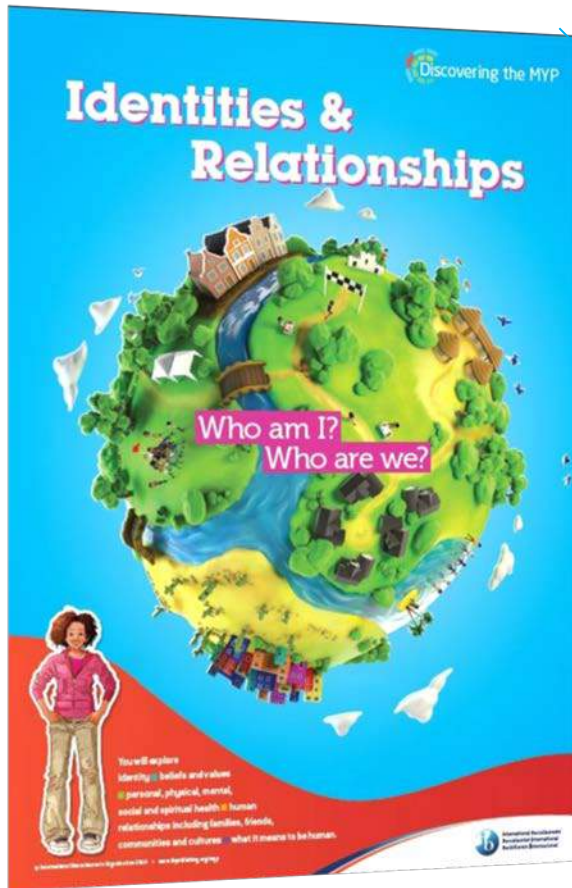
The IB's standard publications process includes regular correction cycles when errors in official documents can be corrected and post-publication issues can be resolved.

In September 2014 the MYP will publish corrected versions of all subject group guides, as well as *MYP: From principles into practice*. *These corrections mainly comprise formatting problems or other minor errors in the text. The IB is grateful for the careful attention of teachers and coordinators around the world who have helped to identify potential errors.*

In the period between submission of programme documents for publication and their presentation on the online curriculum centre (OCC), four subject groups have made changes of substance based on the use of pre-publication guides in initial professional development and IB educator training. These changes will be included in the corrected guides.



New for classrooms





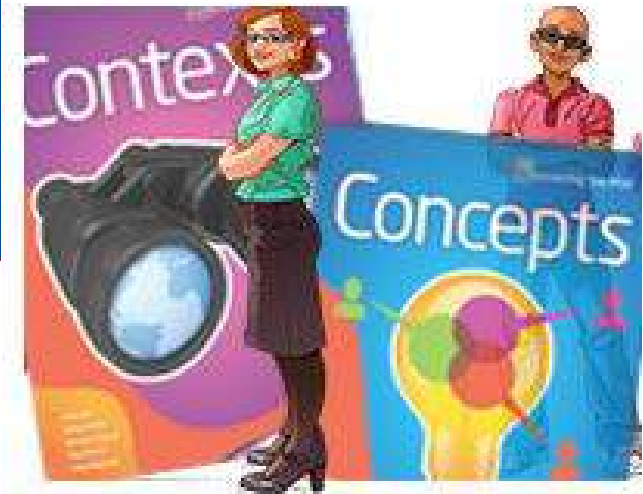
New for MYP 1-2



Discovering the MYP

A series of activity-based workbooks

- ✓ *For years 1 and 2*
- ✓ *Creating lifelong learners*
- ✓ *For use in class or at home*
- ✓ *Easy to use for teachers and students*
- ✓ *Personal – make it your own!*





New for MYP 4-5

An advertisement for IB Skills books. On the left, the 'IB Skills' logo is shown above a stack of book covers for 'Individuals & Society', 'Science', 'Language & Literature', and 'Mathematics'. The covers feature various illustrations like a globe, test tubes, and a bookshelf. A red banner on the right contains the text 'FIRST BOOKS IN THIS SERIES OUT IN NOVEMBER!'. Below this banner is the 'ib Middle Years Programme' logo. The background is a mix of blue and red geometric shapes.



Keyed to programme developments

CHAPTER

6

Evidence

 **KEY CONCEPT FOCUS**
RELATIONSHIPS
CHANGE

INQUIRY
QUESTIONS

TOPIC 1 **Biology: Scientific reasoning**

- What are the features of a testable statement?
- What makes a hypothesis useful?
- What counts as a fair test of a hypothesis?

TOPIC 2 **Chemistry: The role of evidence in Chemistry**

- How have humans used their knowledge of chemistry to control types of reactions?
- Should governments and science be investing in technologies that could be potentially harmful?

TOPIC 3 **Physics: Big Bang Theory—looking for evidence**

- What can we learn from observations of distant stars?
- How can we use experiments on Earth to understand the way the Universe is structured?
- How can we know the difference between a mistake and an unexpected result?

GLOSSARY

Coherence generalizations made from the evidence should be logically consistent.

Hypothesis a supposition or proposed explanation made on the basis of limited evidence as a starting point for further investigation.

Nanoscopy imaging objects at extremely small scale, expressed in nanometers.

Theory a system of ideas intended to explain something, especially one based on general principles independent of the thing to be explained.





Think-pair-share

1. Impacts of programme re-design



International	Institutional	Personal

IB Asia Pacific Conference 2014

MYP 2014 and beyond



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Help to build a global FAQ

2. Frequently asked questions

<i>factual</i>	<i>conceptual</i>	<i>debateable</i>





Share what you're learning

3. Curriculum implementation studies

Yes, I'm interested in considering how my school might participate in curriculum implementation research.

Name

IB World School

email

IB Asia Pacific Conference 2014

MYP 2014 and beyond



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RISK-TAKERS

We approach uncertainty with forethought and determination; we work independently and cooperatively to explore new ideas and innovative strategies. We are resourceful and resilient in the face of challenges and change.



IB learner profile

The aim of all IB programmes is to develop internationally minded people who, recognizing their common humanity and shared guardianship of the planet, help to create a better and more peaceful world.

Thank you!

Your feedback is very welcome
myp.curriculum@ibo.org

IBMYP group 
 @ibmyp



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