



International[®]
Baccalaureate

What's new in the MYP?

malcolm.nicolson@ibo.org

IB Curriculum and Assessment Office

Cardiff, Wales

Malcolm Nicolson, head of MYP, IB Cardiff

malcolm.nicolson@ibo.org

Responsibilities of the MYP office in Cardiff :

- Curriculum & Assessment
- Workshop Resource Development

IB Asia-Pacific Regional Office

Singapore

Patrick Ritter, MYP regional manager, IB Asia-Pacific

patrick.ritter@ibo.org

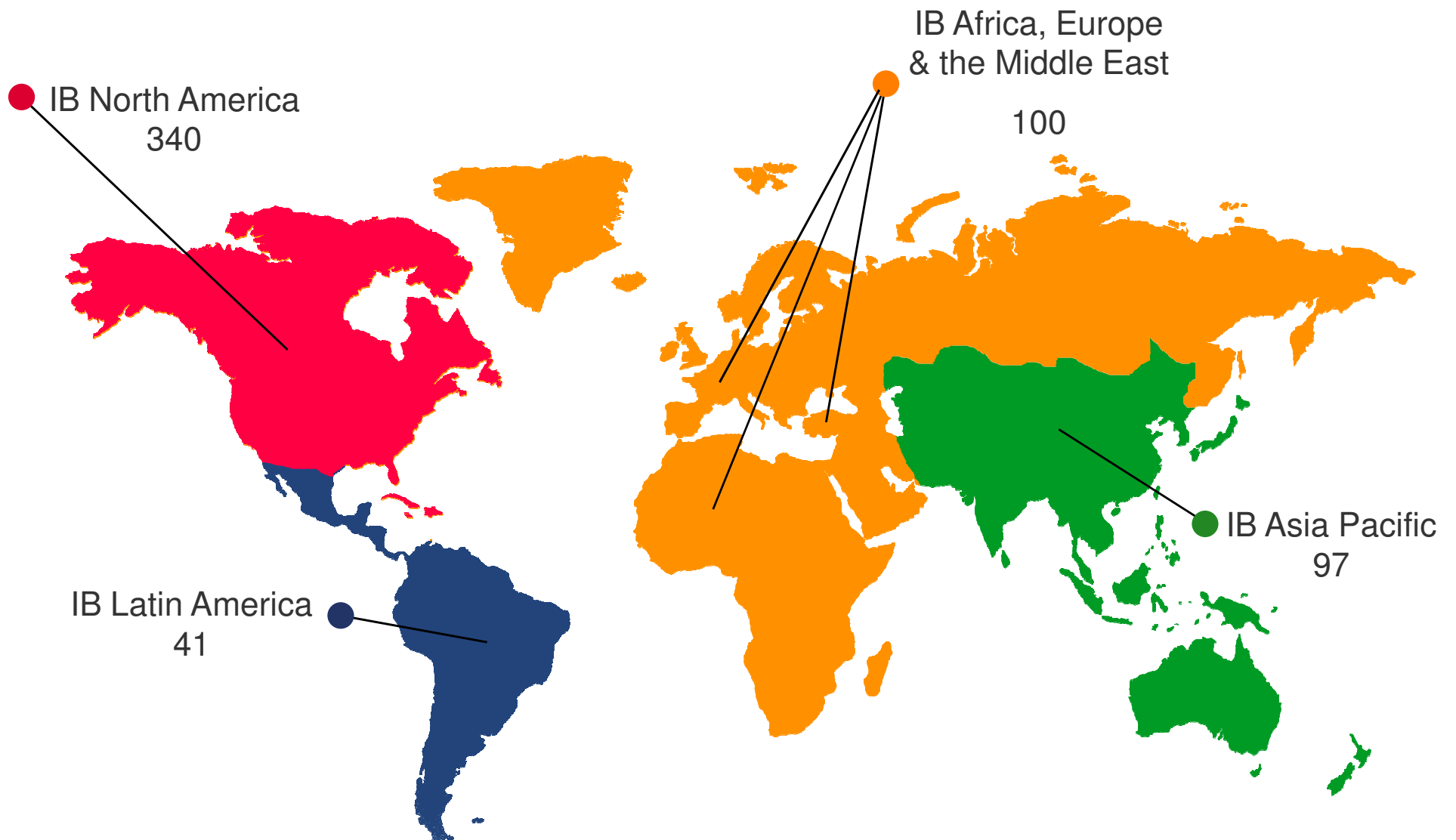
Curtis Beaverford, MYP associate regional manager

curtis.beaverford@ibo.org

Responsibilities of the MYP office in Singapore :

- Application
- Authorization
- Evaluation
- Professional Development

Global network of MYP schools



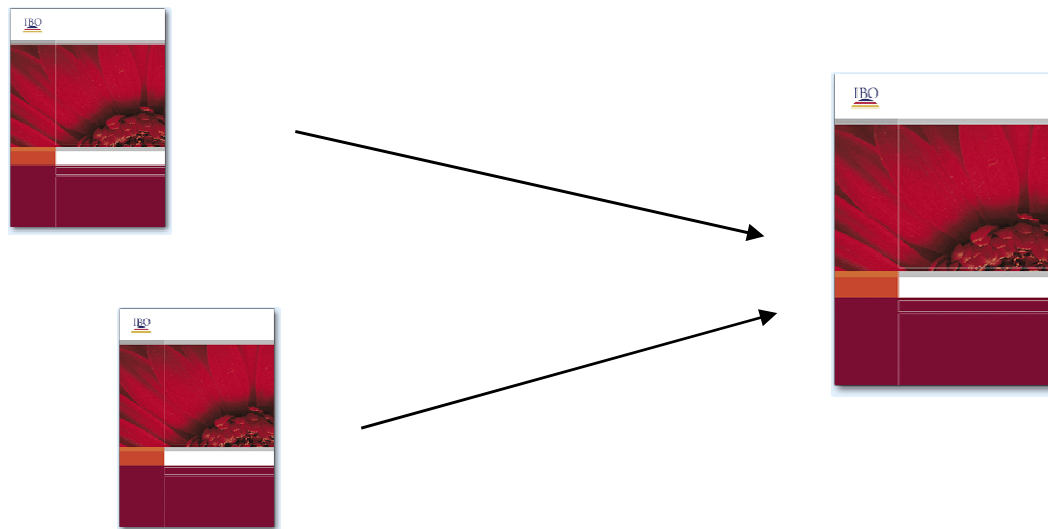
MYP update

- “MYP: from Principles to Practice” and unit planning
- Harvard Project Zero
- 1-3-5 Project
- Sharing our humanity – IB Community Theme
- Flexibility in the MYP
- Access in the MYP
- Changes in terminology

MYP: from Principles into Practice

Review of:

- Implementation and development of the programme
- Areas of interaction



How do we put principles into practice?

mission statement

interdisciplinary

learner profile

inquiry

ethics

collaborative planning

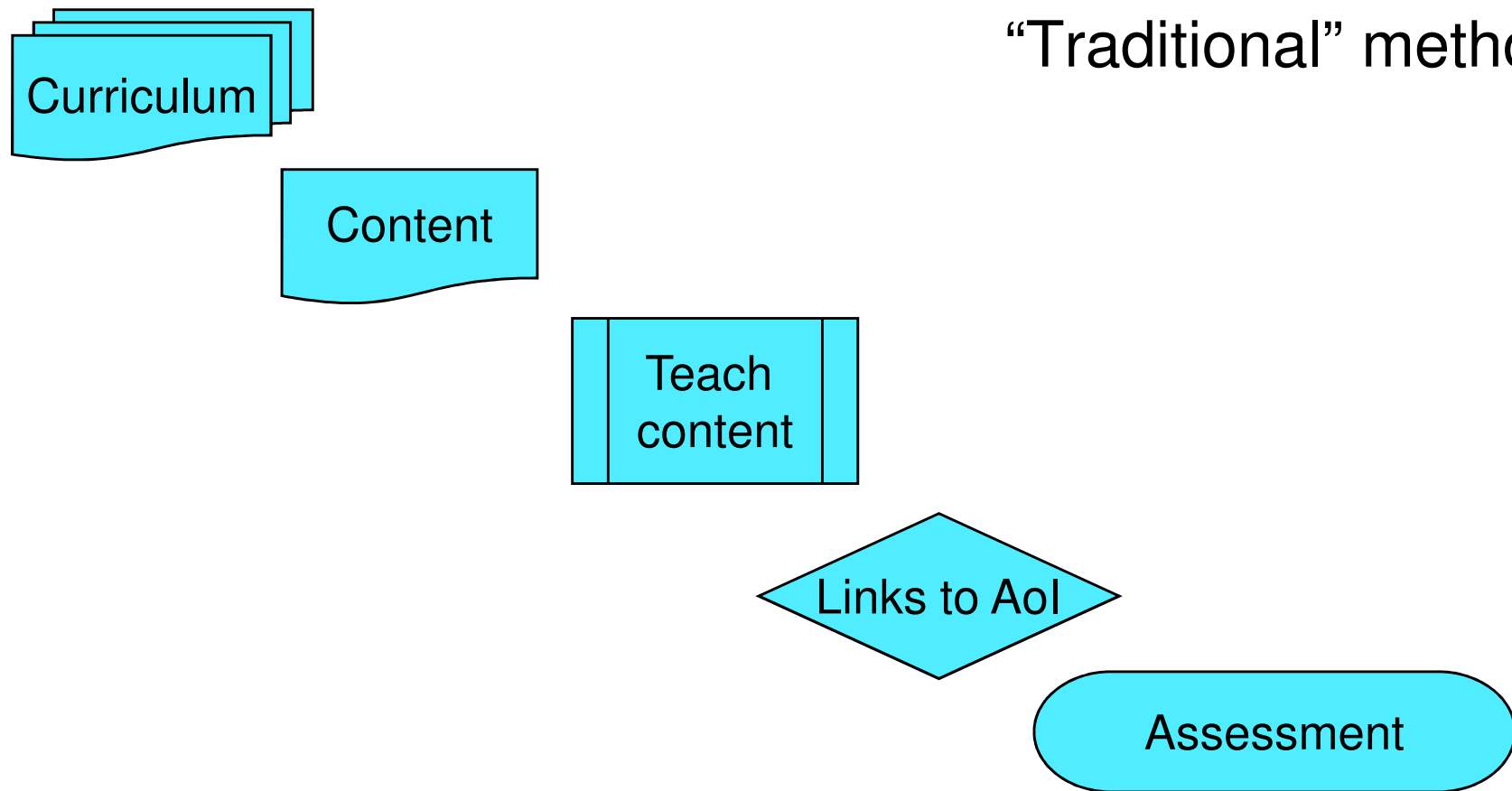
areas of interaction

criterion referenced assessment

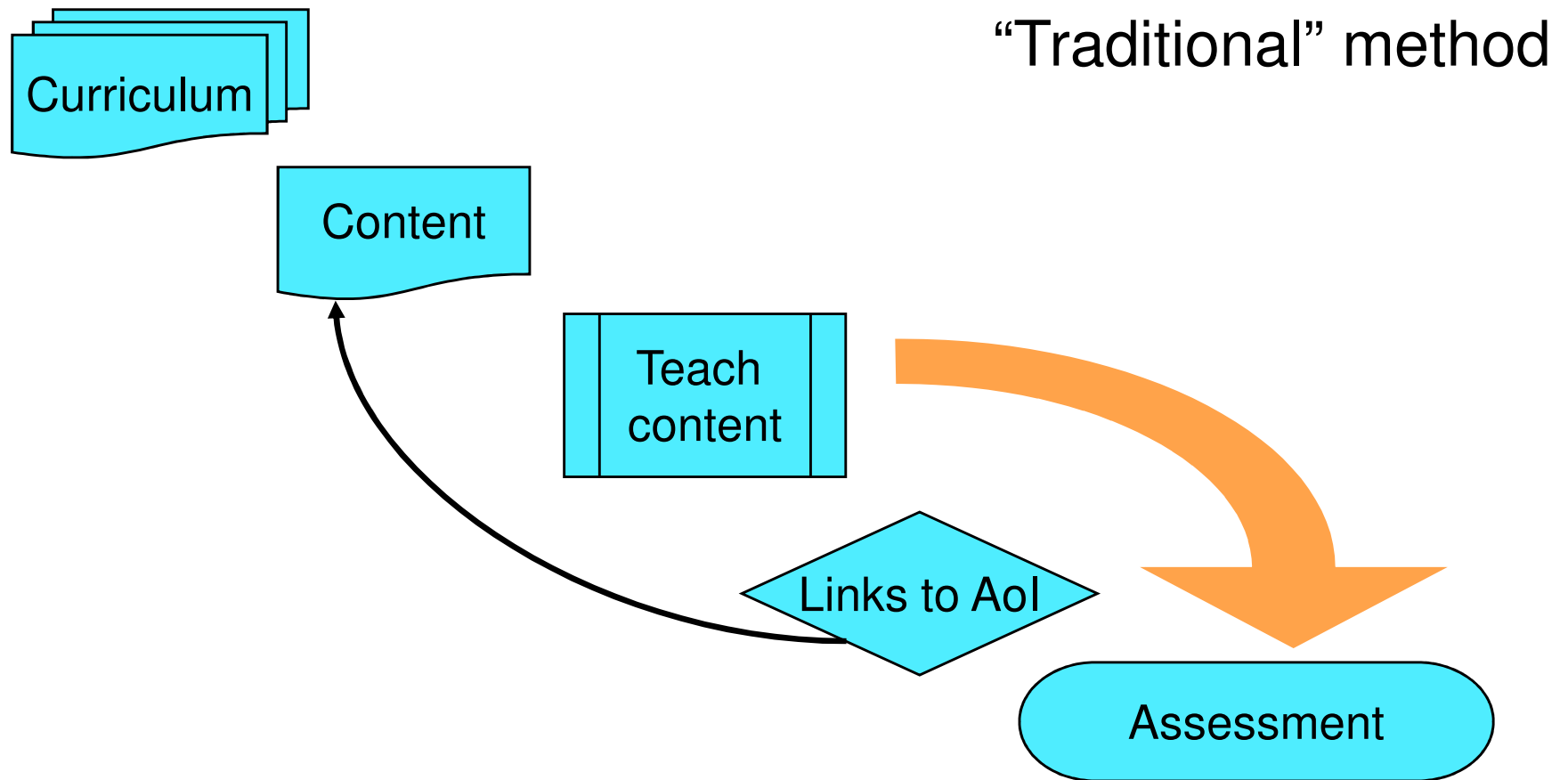
MYP: from Principles into Practice

- MYP principles
- Beliefs and values
- Written curriculum
- Assessed curriculum
- Taught curriculum
- Organization in the school
- The document will be published on the OCC in mid-2008.

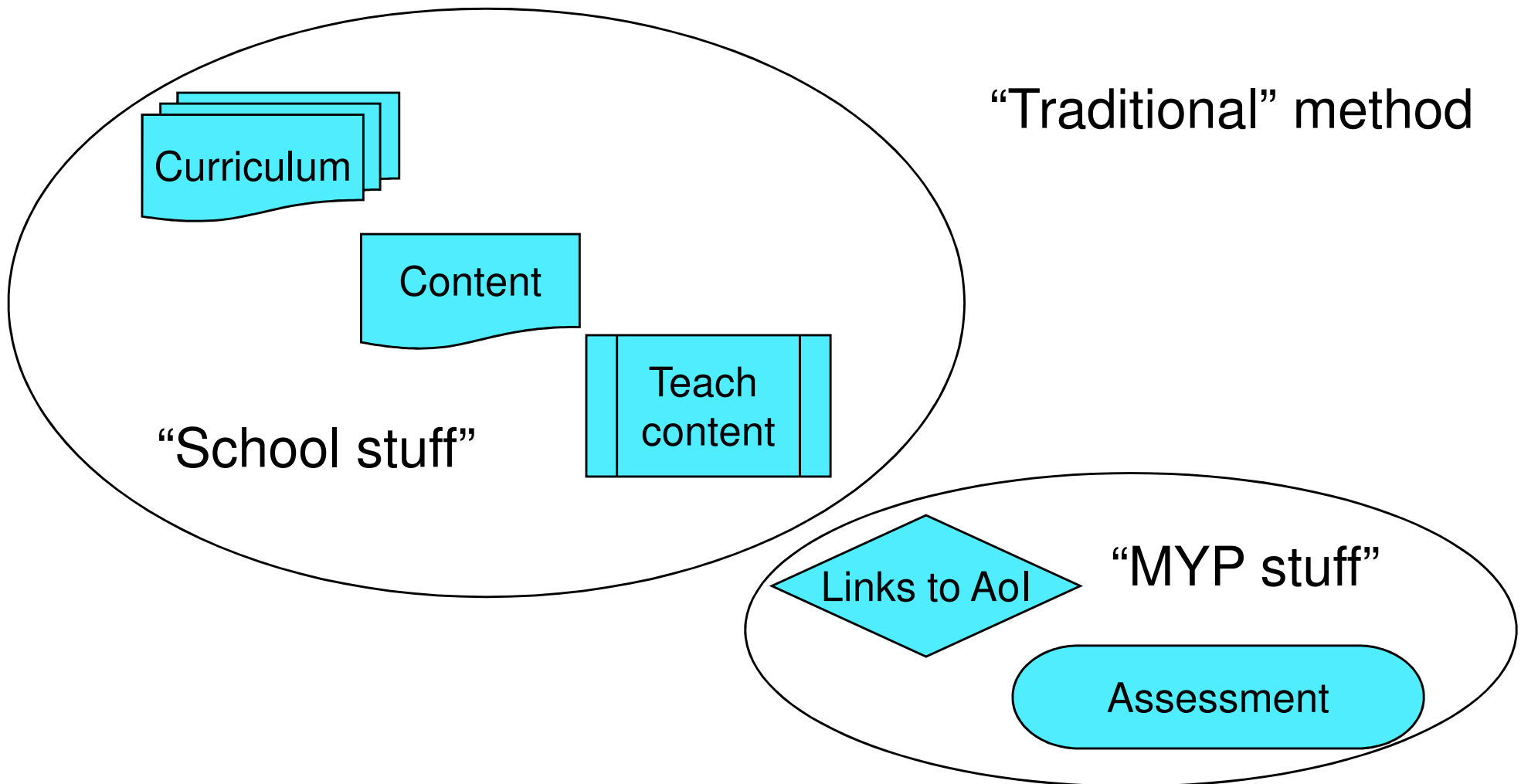
MYP: from Principles into Practice



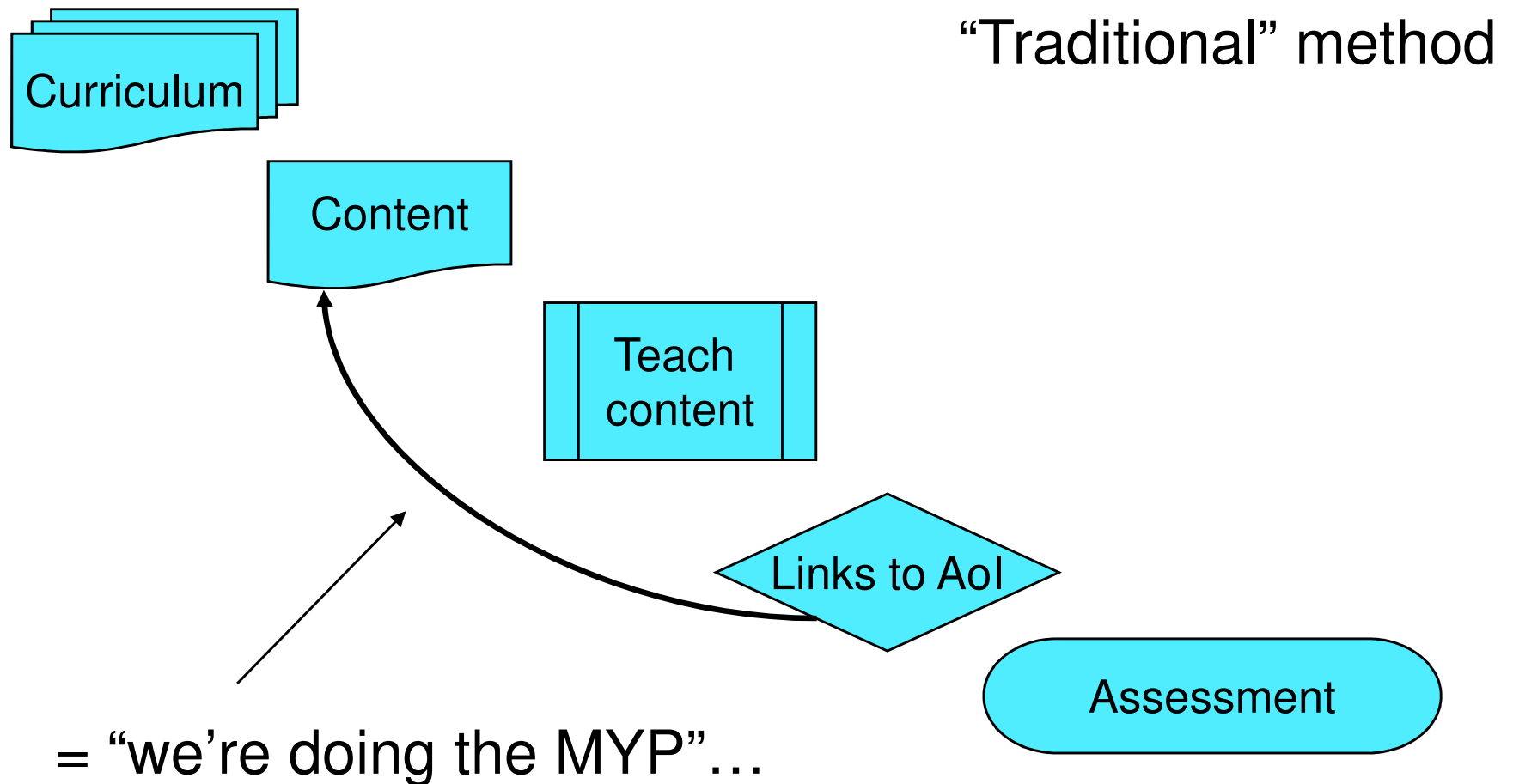
MYP: from Principles into Practice

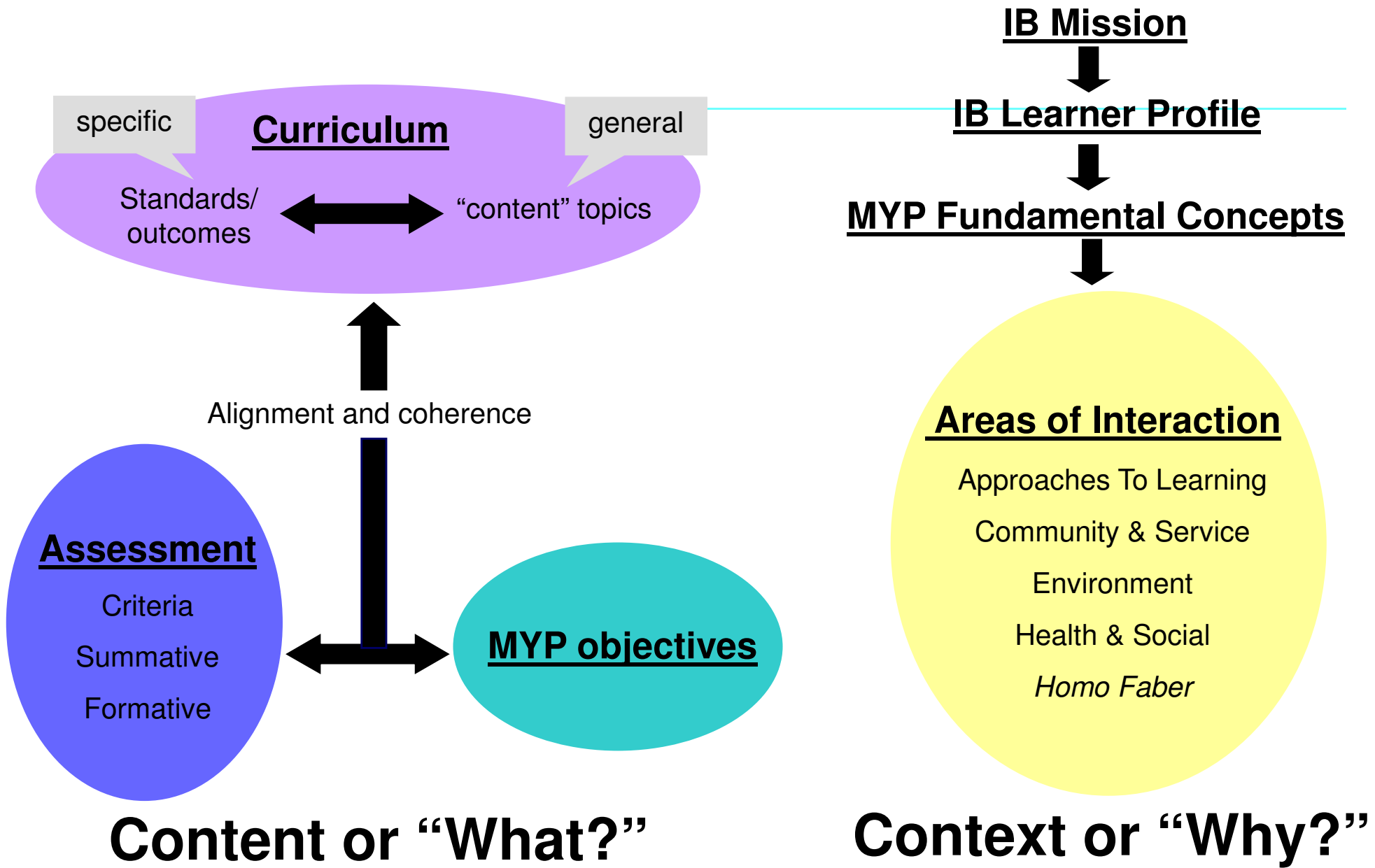


MYP: from Principles into Practice



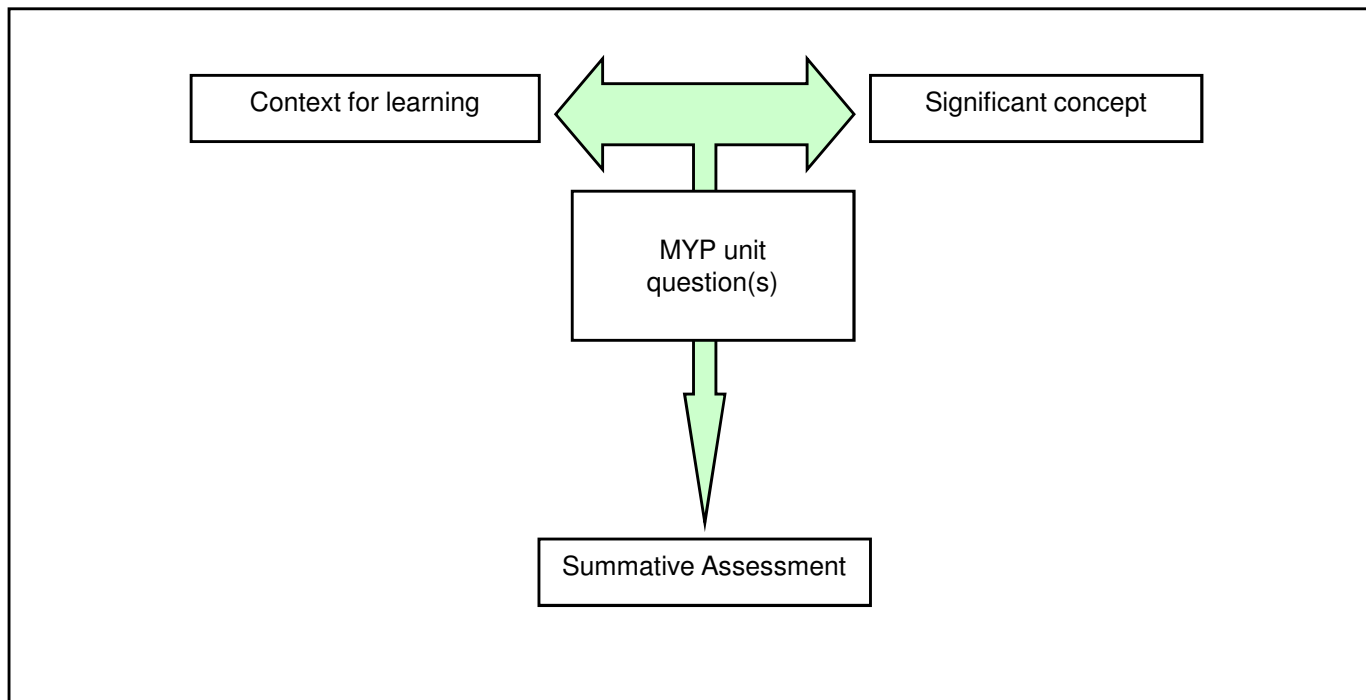
MYP: from Principles into Practice



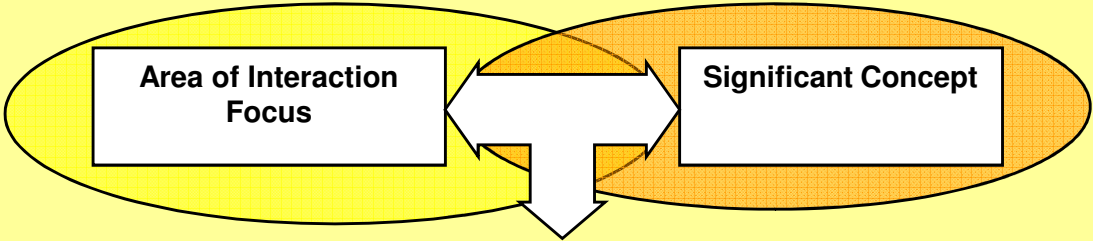


MYP: from Principles into Practice

All this goes into stage 1 of the unit planner:



MYP: from Principles into Practice

Unit Title		
Teacher(s)	Subject and Grade Level	Time frame and Duration
Stage 1: Integrating significant concept, the Areas of Interaction and assessment within a guiding question		
		
MYP Guiding Question		
<p>Summative performance assessment</p> <p>What task will allow students the opportunity to answer the guiding question using what they have learned?</p> <p>What will constitute acceptable evidence of understanding?</p>		
	Which specific MYP objectives will be addressed during this unit?	Which MYP assessment criteria will be used?

MYP: from Principles into Practice

Stage 2: “Backward planning” from the summative assessment to learning activities			
Engaging students with the Guiding Question			
Formative Assessment	<table border="1" style="width: 100%;"> <tr> <td style="background-color: #ffff00;">What exemplars will I show students so that they understand what is required?</td> </tr> <tr> <td style="height: 40px;"></td> </tr> </table>	What exemplars will I show students so that they understand what is required?	
What exemplars will I show students so that they understand what is required?			
Teaching strategies			
Resources			

MYP: from Principles into Practice

Stage 3: Planning for learning

Given the targeted understandings, other unit goals and the assessment evidence identified, what will I teach each lesson of the unit?

How will I document this aspect of my planning?

MYP: from Principles into Practice

Stage 4: Unit ongoing reflections and evaluation

Students

What did the students find compelling?

What student-initiated inquiries arose from the learning?

From the evidence, what enduring understandings did the students construct?

Possible disciplinary and interdisciplinary connections

How does this connect to earlier/later grades/units?

What interdisciplinary connections, if any, might be forged through the Areas of Interaction with other units?

Assessment

Were students able to demonstrate their learning?

Did my (summative and formative) assessment tasks allow students to demonstrate their learning objectives identified for this unit?

Data collection

What data am I collecting?

For what purposes will the data be used?

Harvard Project Zero

- The IB has been in collaboration with Harvard Project Zero (under the School of Education at Harvard University) to produce a document that will explain the process of interdisciplinary teaching and learning.
- Previews of the document will be available on the OCC in early 2008, with the final document being published on the OCC in mid-2008. It will also be available for purchase from the IB website.

1-3-5 project

- Examples of modified objectives for years 1 and 3 of the MYP
- Examples of possible learning experiences to address these objectives
- These documents will be published in mid-2008 on the corresponding subject pages of the OCC

IB community theme 2007 - 2010

Sharing our humanity

“High Noon” by J. F. Rischard, 2002

IB community theme: *sharing our humanity*

- The fight against poverty
- Peace keeping, conflict prevention, combating terrorism
- Education for all
- Global infectious diseases
- Digital divide
- Natural disaster prevention and mitigation

“High Noon” by J. F. Rischard, 2002

In the Middle Years Programme

Within normal subjects and requirements

Examples:

- Selection of relevant literature in languages A and B
- Global infectious diseases within sciences and technology
- Selection of appropriate relevant material in statistics
- Selection of topic of personal project

Curriculum flexibility

- Subject to approval by the regional office
- Minimum subject quota
- Minimum time quota
- Students must meet final objectives in all subjects

Access

Strategy B: Access

To **broaden access** purposefully where we can have the most impact, particularly with disadvantaged students, so that by 2014, there will be one million students experiencing the IB, drawn from increasingly diverse economic, social and cultural backgrounds.

Access

What does this mean in practice?

- Creation of a portfolio of fundable projects
- Planning, monitoring and managing growth
- Supporting authorized schools to promote and enlarge their programmes
- Strongly encouraging new schools to offer wide access to the programmes

Access

What does this mean in practice?

- Increasing university recognition
- Focus resources where they will have the greatest impact
- Extending language provision
- Using innovative technology
- Exploring new delivery models
- Exploring other collaborations

Changes in terminology

Homo faber...

Will becomeHuman ingenuity

Environment....

Will become....Environments

Future of the Middle Years Programme

The IB has not changed the original conception of the MYP framework in any way. The programme has, however, developed significantly since 1992 and will continue to do so as more schools become involved.

Current thinking in the MYP represents a combination of wide-ranging research and experience—excellent practice derived from a variety of national systems and independent schools.

Vision and Impact

We are scaling our services to meet your needs

Your ideas and opinions matter

We value open communication

You are the IB!



“Maintaining the status quo is not an option” – Jeff Beard, IB director general