

SUBJECT-GROUP FLEXIBILITY



This report summarizes the findings from the research study by the Claremont Evaluation Centre (CEC) on implementation of subject-group flexibility as part of the optional strategies for the IB Middle Years Programme (MYP).

Subject-group flexibility allows students in years 4 and 5 of the MYP the option, if appropriate, to engage in the study of fewer than 8 subject groups. However, students must still be able to choose subjects 1) from six required MYP subject groups (i.e., language and literature, language acquisition or a second language, individuals and societies, sciences, mathematics), and from the additional MYP subject group (i.e. art, design, or physical and health education), and that 2) these subject are taught concurrently, and 3) these subjects are taught independently.

Such flexibility is meant to give students the opportunity to explore their interests in-depth by taking more than one course in a subject area. Additionally, this allows schools to be more aligned with local education requirements and norms.

Due to the case study site sample in which there were limited students and teachers who could speak to their experience with subject-group flexibility, largely because they were unfamiliar with the term, the case studies gathered very sparse data regarding this practice. Although no overarching themes emerged from the case studies, a small number of schools seemed to vary in whether they offered year 4 and 5 students the option to select less than eight subjects, stay at eight subjects, or take more subjects. No supports or barriers related to subject-group flexibility were identified in the study.

Background

In mid-2015, the IB commissioned the Claremont Evaluation Center (CEC) to lead a multi-year research project on the MYP: Next chapter's implementation and impact. The CEC study provides a wealth of data about what the implementation of the MYP curriculum looks like around the world in critical curriculum components.

Based on this multi-year research, the IB has identified three themes that categorize nine high-quality implementation strategies for the MYP:

- Collaborative strategies
- Key strategies
- Optional strategies

The IB will disseminate the CEC research findings in form of reports for high-quality implementation strategies and many other resources to support schools in further implementing the MYP programme.

Find out more: www.ibo.org/implement-myp