

THE WHOLE SCHOOL MYP

What, Why, and How.

Agenda



- 8:40-9:10 Light Breakfast
- 9:10-10:30 Taking a closer look at the requirements/ documents
- 10:30- 11:00 Case study: Stonewall Middle School – our experience
- 11:00-12:00 Question & Answers/ Create a plan
- 12:00-12:30 Lunch
- 12:30-1:00 Wrap up – Last words

House Keeping

- Restrooms: Staff restrooms near the Main Office
- Internet Access:
- Drop Box: Link was sent to your email address
- Lunch – Pizza and Salad (special requests)

Who's in the room???

- Introduce yourself – Your role at your school/district
 - Years involved with IB
 - *Describe your school (authorized school, candidate school, whole school, school within a school)*



Mission Statement:

IB mission statement

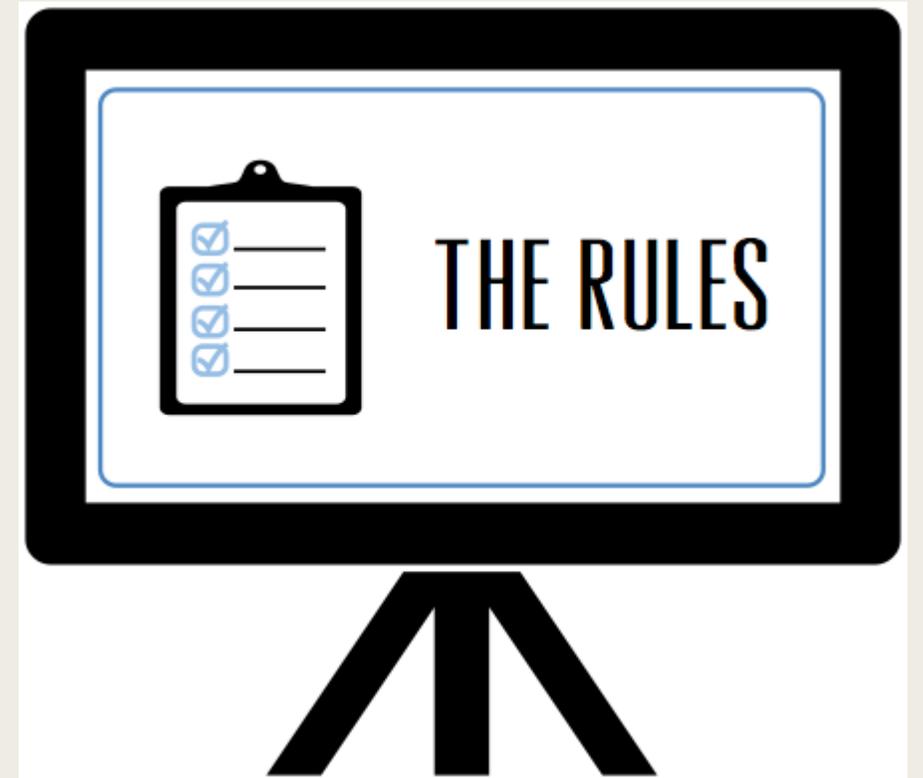
The International Baccalaureate aims to develop inquiring, knowledgeable and caring young people who help to create a better and more peaceful world through intercultural understanding and respect.

To this end the organization works with schools, governments and international organizations 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.

Standards and Practices

- A: Philosophy
- B: Organization
 - *1: Leadership and Structure*
 - *2: Resources and Support*
- C: Curriculum
 - *1: Collaborative Planning*
 - *2: Written Curriculum*
 - *3: Teaching and Learning*
 - *4: Assessment*



Standards and Practices

- Open Programme Standards and Practices – document from drop box
- Go to page 15
- For each requirement that is listed in a BOX – assess how your school is implementing each requirement with either a PLUS, CHECK, or MINUS
- Complete this for the 15 requirements that are BOXED

Programme standards and practices with requirements for the Middle Years Programme

Section A: Philosophy

Standard A

The school's educational beliefs and values reflect IB philosophy.

1. The school's published statements of mission and philosophy align with those of the IB.
2. The governing body, administrative and pedagogical leadership and staff demonstrate understanding of IB philosophy.
3. The school community demonstrates an understanding of, and commitment to, the programme(s).

MYP requirement

- a. The school ensures that all staff, students and parents understand the central importance of the personal project for students in year 5 of the programme (or community project for programmes that end in MYP year 3 or 4).

Requirements from Standards and Practices

- The school ensures that all staff, students and parents understand the central importance of the personal project for students in year 5 of the programme (or community project for programmes that end in MYP year 3 or 4).
- **The school strongly encourages participation for all students.**
- The MYP coordinator is part of the school pedagogical leadership team.
- The school has developed and implements a language policy that is consistent with IB expectations.
 - *The school has developed and implements an inclusion/special educational needs policy that is consistent with IB expectations and with the school's admissions policy.*
 - *The school has developed and implements an assessment policy that is consistent with IB expectations.*
 - *The school has developed and implements an academic honesty policy that is consistent with IB expectations*
- **The school's organizational structures support the implementation of all subject groups offered by the school, approaches to learning, service and the personal project (or community project for programmes that end in MYP year 3 or 4).**

Requirements continued . . .

- The school complies with the IB professional development requirement for the MYP at authorization and at evaluation.
- **The schedule or timetable provides a broad and balanced choice of subjects from the required MYP subject groups.**
- The schedule or timetable provides the minimum required teaching hours per year for the required MYP subject groups.
- The schedule or timetable promotes concurrency of learning.
 - *The school has an approach to curriculum planning that involves all MYP teachers.*
 - *Collaborative planning and reflection facilitates interdisciplinary learning to strengthen cross-curricular skills and the deepening of disciplinary understanding.*
- The curriculum fulfills the aims and objectives of each subject group offered in each year of the programme and the personal project (or community project for programmes that end in MYP year 3 or 4).
 - *The written curriculum includes an approaches to learning planning chart for all years of the programme.*
 - *The written curriculum includes subject group overviews for each subject group offered for each year of the programme.*
 - *Unit plans are documented according to the MYP unit planning process.*
 - *The curriculum fosters disciplinary and interdisciplinary understanding.*
 - *There is a system for the regular review of individual unit plans and of the planning of approaches to learning skills*

Requirements Continued . . .

- The written curriculum includes the prescribed key concepts and related concepts in each subject group
- The curriculum provides sufficient opportunities for students to meet the learning outcomes for service in every year of the programme
- Teaching and learning at the school uses global contexts as contexts for inquiry.
 - *Teaching and learning allows students to meet the MYP objectives in each year of the programme for each subject group studied.*
- The school uses the prescribed assessment criteria for each subject group in each year of the programme.
 - *Teachers standardize their understanding and application of criteria before deciding on achievement levels*
- The school has a system for the qualitative monitoring of student involvement in service according to the school's learning expectations for service

Partner Up

- Find someone in the room that is wearing the same color as you and discuss:

–What requirements seem to be difficult to complete and why?

–What requirements does your school do well and how do you accomplish this?

–What is your interpretation of the requirement: The school

Whole school MYP

Open up *From principles into practice* from Drop Box and find the sections:

- Page 3 that starts with, “Implementation of the MYP is considered ...”
 - *Think . . . Document your thoughts . . . Share with a partner*

- Page 10 that starts with, “IB programmes support inclusion as an ...”
 - *Think . . . Document your thoughts . . . Share with a partner*

- Page 27 that starts with, “The MYP is intended to be an inclusive ...”
 - *Think . . . Document your thoughts . . . Share with a partner*

Discuss your thoughts

- Think back to what you wrote about the “whole school” requirement
 - The school strongly encourages participation for all students

- Complete the statement. . .

I used to think _____ but now I think _____.

- What questions do you have?



Programme Model

- Looking at the programme model – Discuss the following questions with your table:
 - *What aspects do you see as the most difficult when you think of going whole school?*
 - *Where on the model do these difficulties fall?*
 - *What aspects do you see as the easiest to implement when going whole school?*
 - *Where on the model do these fall?*



How do we make this happen?

- In implementing the MYP, three main strands initiate and drive school change.
 - 1. The MYP unit-planning process: *As part of the written curriculum, all teachers must use a unit-planning process that focuses on inquiry, conceptual understanding and global contexts for learning.*
 - 2. Collaborative planning: *The requirement for collaborative planning both within and across subject groups ensures common understandings and common approaches to teaching and learning in the school, leading to a coherent learning experience for students. Collaborative planning also allows for the development of interdisciplinary learning initiatives, demonstrating to students the need to use concepts, knowledge and skills from different disciplines in order to solve problems.*
 - 3. MYP assessment: *Assessment in the MYP is criterion-related and directly linked to the aims and objectives of the subject groups. MYP criterion-related assessment leads to teaching and learning that is grounded in inquiry, while maintaining disciplinary rigour.*

How do you make this happen?

- Looking at the 3 strands to initiate and drive school change:
 - *Unit Plans*
 - *Collaborative Planning Time*
 - *Assessment*

- *Which do you feel is the most important for your school to start with which would lead to a whole school programme?*
- *Create a plan for implementing this 3 strands.*

Scheduling Requirements for MYP Subject Areas

Open General Regulations – IB MYP 2015 (page 2)

- Article 3: Implementation of the programme

- *3.1 Schools must implement the MYP in line with the Programme standards and practices, MYP: From principles into practice, the current MYP subject guides and the handbook.*
- *3.2 Subject groups provide a broad and balanced foundation of knowledge. Up to year 3 of the MYP schools are required to teach at least one subject from each of eight subject groups in every year of the programme.*
 - The eight subject groups are: • language and literature • language acquisition (or a second language and literature) • individuals and societies • mathematics • sciences • arts • physical and health education • design.

Scheduling continued . . .

- 3.3 In years 4 and 5 it is recommended and preferred that candidates continue to study at least one subject from each of the eight subject groups (listed in article 3.2). However, if the school and candidates are better served by offering candidates choices that do not involve all subject groups, candidates may be taught one subject from each of a minimum of six subject groups in years 4 and 5.
 - *The choice must be from: • language and literature • language acquisition (or a second language and literature) • individuals and societies • mathematics • sciences • and one subject from arts, physical and health education or design.*
- 3.4 Schools are advised that the IB Organization requires a minimum of 50 teaching hours per year per subject group offered. The IB Organization recommends 70 teaching hours per subject over each of the final two years of the programme for candidates opting to register for MYP on-screen examination.
- 3.5 The use of the MYP objectives and assessment criteria is required for all MYP subject groups and interdisciplinary learning, as well as the community project and personal project.
- 3.6 Throughout each year of the MYP, the school schedule or timetable provides teaching and learning in at least six subject groups concurrently, one of which must be language acquisition (or a second language from the language and literature subject group)

Your Schedule

- Draft a schedule for a typical student so that they meet all of the requirements of the MYP.
- What are some factors that might keep a student from accessing this schedule?
 - *How can you justify these to a site visiting team?*

Case Study: Stonewall Middle School

- What we learned about scheduling according to the IB MYP requirements as a whole school programme . . .





Q & A