<h1 style="text-align:center"><u>MYP Boot Camp 2023 Framework</u></h1>

There will be two options for participants at this year's boot camp.
1. In person Boot Camp: Saturday, September 30 from 8:00 am to 2:30 pm. Breakfast, a coffee break and lunch are included for all participants and presenters. In person presenters will be paid a $400 honorarium.
2. Boot Camp Virtual Presentation: Saturday, October 14 from 8:30 am to 2:30 pm (time includes a 1-hour lunch break. Participants and presenter can agree to different window, but all sessions should take place on Saturday, October 14.) Virtual presenters will be paid a $400 honorarium.

Purpose: The purpose of these sessions is to offer guidance/instruction to new teachers in current IB schools who will not have a chance to attend official IB subject training due to time or monetary constraints. Experienced IB teachers from the surrounding Mid-Atlantic region will lead this THREE-SESSION boot camp. The subject boot camps might also have participants from schools who are considering adding the MYP to their programs of study.

Guidelines for Presentations
● should be framed using information from the corresponding subject guide and the most updated MYP Principles into Practice publication
● should be interactive and incorporate opportunities for participation/small group activities
● should include time for questions

Suggested Schedule for day:
Session one focus: Subject guidelines
Session two focus: Concepts, Global Contexts, Inquiry-Based Learning
Break for lunch
Session three focus: Assessments and Unit planners

SUGGESTED FRAMEWORK FOR MYP SUBJECT "Boot Camp" VIRTUAL AND IN-PERSON WORKSHOP PRESENTATION

Session one: Subject study (1 ½ to 2 hours)
Participants will develop an understanding of the aims, objectives and MYP command terms, assessment criteria, and requirements of the subject group.
Session outcomes:
● Participants should be able to know how using the aims and objectives of their subject group will impact their practice and cause them to make changes from individual to collaborative practice.
● Participants should recognize the influence the MYP subject objectives and command terms have on the nature of the learning process and provide explicit examples.
● Participants should recognize that the assessment criteria aligns to the objectives of the subject group.
● Participants should be able to elaborate how teaching this subject using the MYP framework is different from teaching the same course outside the MYP sphere.

Session two: Teaching conceptually; Developing inquiry-based instruction; Considering global contexts. (1 ½ to 2 hours)
Participants will develop an understanding of the concept-based approach in the MYP to include the structure of knowledge.
Session outcomes:
● Using MYP principles to practice and the subject group guide participants should know the highlighted key concepts and subject specific related concepts.

● Participants should gain an understanding of what are key and related concepts and what role do they play in learning (The "What?" of the unit of study).
● Participants should practice choosing one key concept and couple related concepts for a possible unit of study, and then linking them together into an active sentence (conceptual understanding). Participants will develop an understanding of MYP global contexts and explorations to identify the setting, event or circumstance (the context) through which students will actually explore/inquire into the conceptual understanding during the unit.
● Participants explore the global contexts and then choose an exploration (The "How?" of the unit of study) that would be a possible inquiry during the unit. Participants will develop an understanding of how concepts and context are synthesized into a statement of inquiry.
● Participants create a statement of inquiry using a key, related concept/s, and a global context exploration.
● Participants recognize the significant role the statement of inquiry plays in a unit of study. Participants will explore the inquiry cycle how to frame meaningful, relevant, and engaging learning.

Session three: Developing summative tasks and unit planners (1 ½ to 2 hours)
Discuss the design principles of summative assessment task(s) in relation to the subject group requirements and objectives.
Learning outcome:
● Participants consider the connections between the subject group objectives, the statement of inquiry, and the summative assessment task/s
● Participants understand the characteristics of authentic assessments. Participants develop an understanding of the relationship between the statement of inquiry and the summative assessment task/s.
● Participants come to an understanding that the summative task/s allow students to show their understanding of the statement of inquiry.
● Participants understand the importance of the selected objectives in relation to the summative task and the statement of inquiry. Participants will develop an understanding of the 'Approaches to learning' categories and clusters.
● Participants understand the importance of the ATL skills in the unit of study and they are practiced explicitly.
● Participants practice selecting an ATL category and cluster that would help the students better prepare for the summative task. Using a completed unit planner or the template, participants discuss the unit planning process and the challenges of implementing authentic, contextualized, student-centered learning in a whole school environment.
● Participants explore the unit planner as a whole and briefly touch upon the Content, Teaching and Learning, Differentiation, Resources, and Reflection.
● Participants discuss the benefits and challenges of implementing IB MYP