



# Middle Years Programme (MYP)

# IB Mission Statement

## *High quality international education for a better world*

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.



International Baccalaureate®  
Baccalauréat International  
Bachillerato Internacional

© International Baccalaureate Organization 2013

# New Challenges in the 21<sup>st</sup> Century

- Inequality
- Complexity
- Diversity
- Globalization



# IB's Solutions

- Inequality
  - Intercultural understanding
  - Service
  - Innovation
- Complexity
  - Critical thinking
  - Collaboration
  - Agency
- Diversity
  - Communication
  - Cultural Awareness
  - Worldview
- Globalization
  - International Education



# IB World School Characteristics

The IB does not own or manage any schools. Instead, it works with schools that **share a commitment to international education**. These schools:

- share the mission and commitment of the IB to quality international education
- play an active and supporting role in the worldwide community of IB schools
- share their knowledge and experience in the development of the IB programmes
- are committed to the professional development of teachers and administrators.



# International Education

## Features of an international education

- Meaning and importance of culture, starting with one's own but leading to that of others
- The study of issues of global concern
- An exploration of different dimensions of the human condition





# IB CONTINUUM

programmes that promote. . .

INTERNATIONAL MINDEDNESS *including* MULTILINGUALISM  
ACTIVE, STUDENT CENTERED LEARNING  
AUTHENTIC, CRITERION-RELATED ASSESSMENT

inspiring lifelong learners who become. . .

INQUIRING

KNOWLEDGEABLE

THINKERS

PRINCIPLED

COMMUNICATORS

CARING

BALANCED

OPEN-MINDED

REFLECTIVE

RISK-TAKERS



# The Middle Years Programme (MYP)

# MYP Overview

The IB Middle Years Programme, for students aged 11 to 16, provides a framework of academic challenge that encourages students to embrace and understand the connections between traditional subjects and the real world, and to become critical and reflective thinkers.

The MYP is supported in English, French, Spanish and Chinese but can be taught in other languages.



# IB Americas

*857 Middle Years Programmes in 18 countries and territories*



**North America and the Caribbean:** 813 Middle Years Programmes in 8 countries and territories

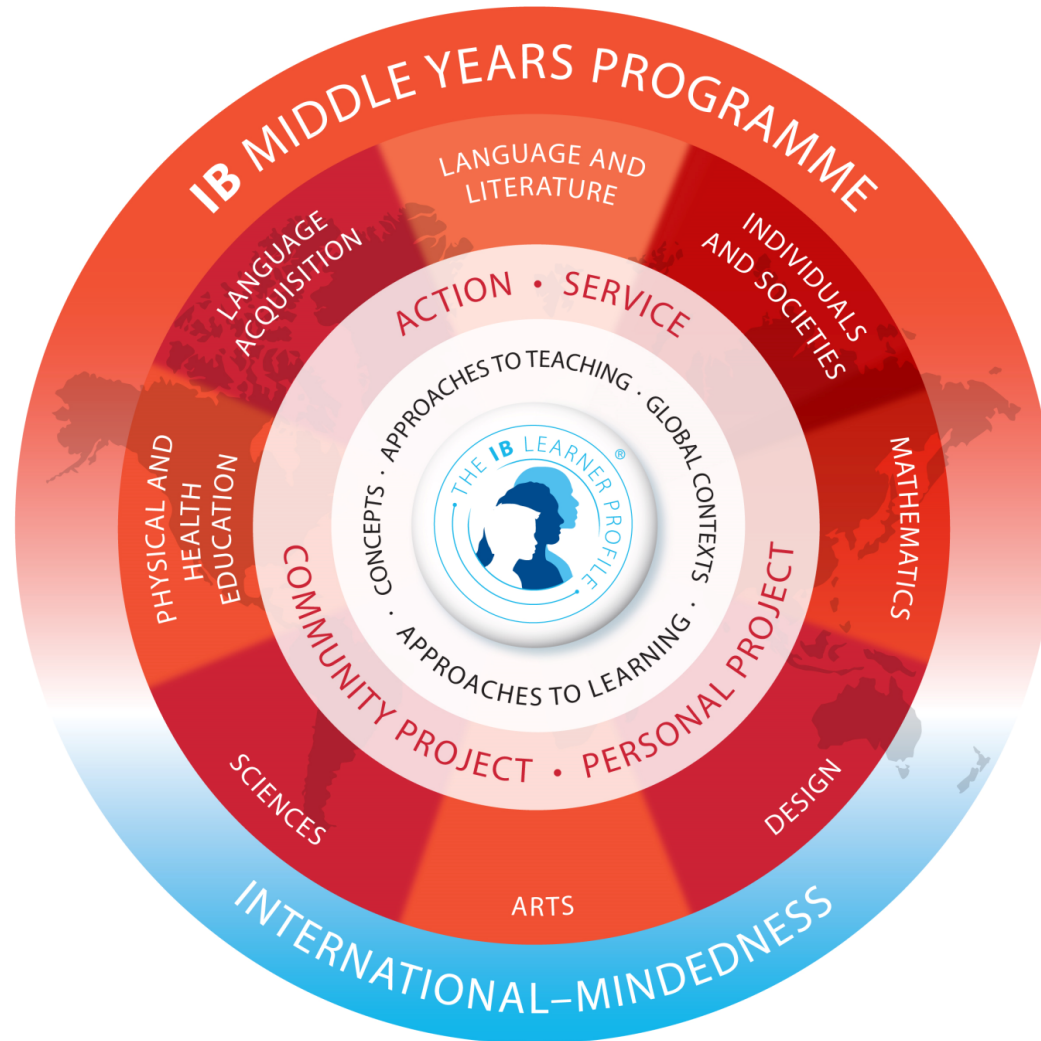
**Central and South America:**  
44 Middle Years Programmes  
in 10 countries



International Baccalaureate®  
Baccalauréat International  
Bachillerato Internacional

© International Baccalaureate Organization 2013

# The MYP Curriculum Model



# The Eight Subject Areas

**50 hours minimum each year in 8 subject areas:**

- Language and Literature
- Language Acquisition
- Design
- Physical and Health Education
- Individuals and Societies
- Science
- Arts
- Math

**Subject-group flexibility in MYP years 4 and 5: High Schools only; students may choose 6 of 8 subjects/year-long courses; language acquisition required**



# MYP Flexibility

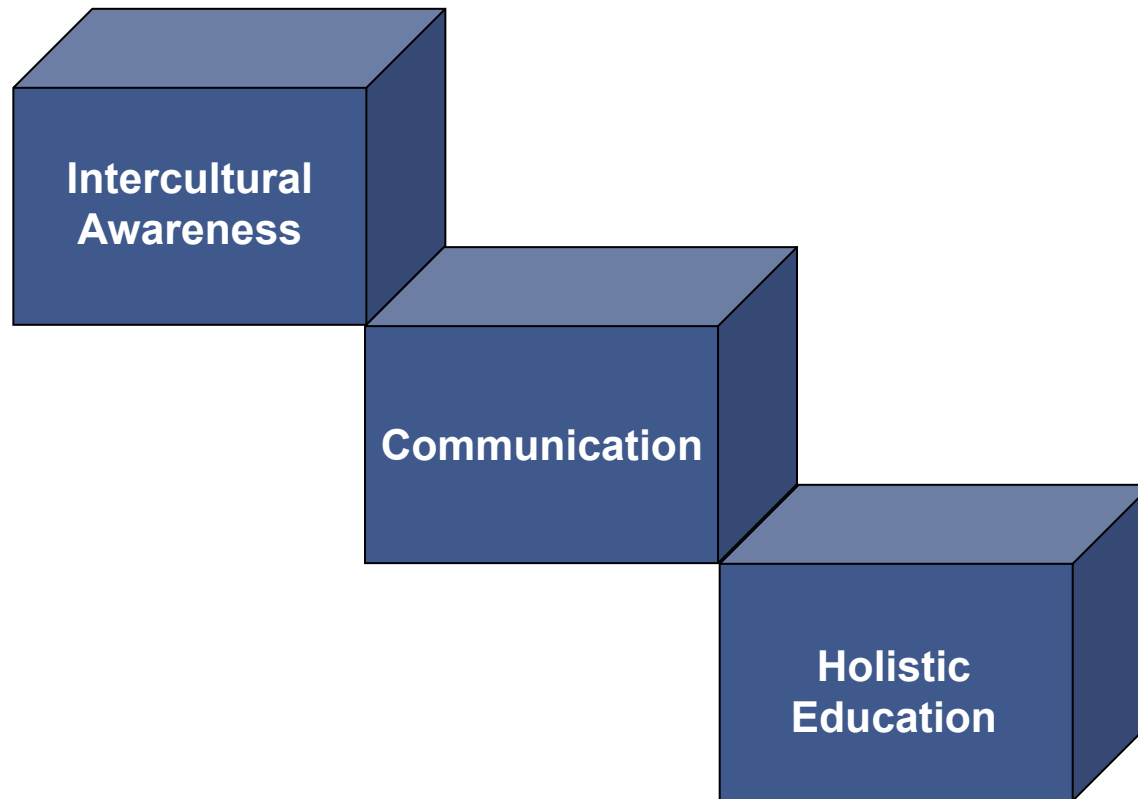
- The MYP is a 5-year programme
- May be done for 2 years if “attached” to another IB programme (PYP before or DP after)
- May be done for 3-4 years if organization of school precludes 5-year programme



Structure of MYP years that a school may implement in accordance with local educational structures					Notes
Y1	Y2	Y3	Y4	Y5	
	Y2	Y3	Y4	Y5	Possible provided MYP 1 does not exist at the school*
		Y3	Y4	Y5	Possible provided MYP 1 and MYP 2 do not exist at the school
			Y4	Y5	Possible only if the school offers the DP
Y1	Y2	Y3	Y4		Possible if the school ends at MYP 4
Y1	Y2	Y3			Possible if the school ends at MYP 3
Y1	Y2				Possible only if the school offers the PYP
	Y2	Y3			Possible only if the school offers the PYP until age 12
	Y2	Y3	Y4		Possible provided MYP 1 and MYP 5 do not exist at the school



# MYP Fundamental Concepts



# The MYP...

- addresses holistically students' intellectual, social, emotional and physical well-being
- provides students opportunities to develop the knowledge, attitudes and skills they need in order to manage complexity and take responsible action for the future
- ensures breadth and depth of understanding through study in eight subject groups



# The MYP...

- requires the study of at least two languages to support students in understanding their own cultures and those of others
- empowers students to participate in service with the community
- helps to prepare students for further education, the workplace and a lifetime of learning.



# MYP Pedagogy

- A constructivist approach
- Driven by student inquiry
- Based in real-world contexts
- Criterion-related assessment



# Global Contexts

*MYP global contexts provide shared starting points for inquiry into what it means to be internationally minded, framing a curriculum that promotes multilingualism, intercultural understanding and global engagement.*

## **Global Contexts:**

- Identities and relationships
- Orientation in space and time
- Personal & cultural expression
- Scientific & technical innovation
- Globalization and Sustainability
- Fairness and development



# Global contexts further develop global learning from PYP transdisciplinary themes

PYP transdisciplinary theme		MYP global context
Who we are	⇒	identities and relationships
Where we are in place and time	⇒	orientation in space and time
Forms of expression	⇒	personal and cultural expression
How the world works	⇒	scientific and technical innovation
How we organize ourselves	⇒	globalization and sustainability
Sharing the planet	⇒	fairness and development



# Key Concept



**Key concepts are broad, organizing powerful ideas that have relevance within the subject group but also transcend it, having relevance in other subject groups. They are timeless, universal, and abstract represented by one, maybe two words**



# MYP Key Concepts

Aesthetics	Change	Communication	Communities
Connections	Creativity	Culture	Development
Form	Global interactions	Identity	Logic
Perspective	Relationships	Time, place and space	Systems



# Related Concepts

- Based in the disciplines, providing **depth** for inquiry
- Move beyond facts and topics to engage higher order thinking skills that students need to be critical and creative
- Vehicle for students rigorously to explore the essence of subject groups and disciplines
- Twelve prescribed related concepts for each discipline
- Teachers can develop others to meet local circumstances and curriculum requirements



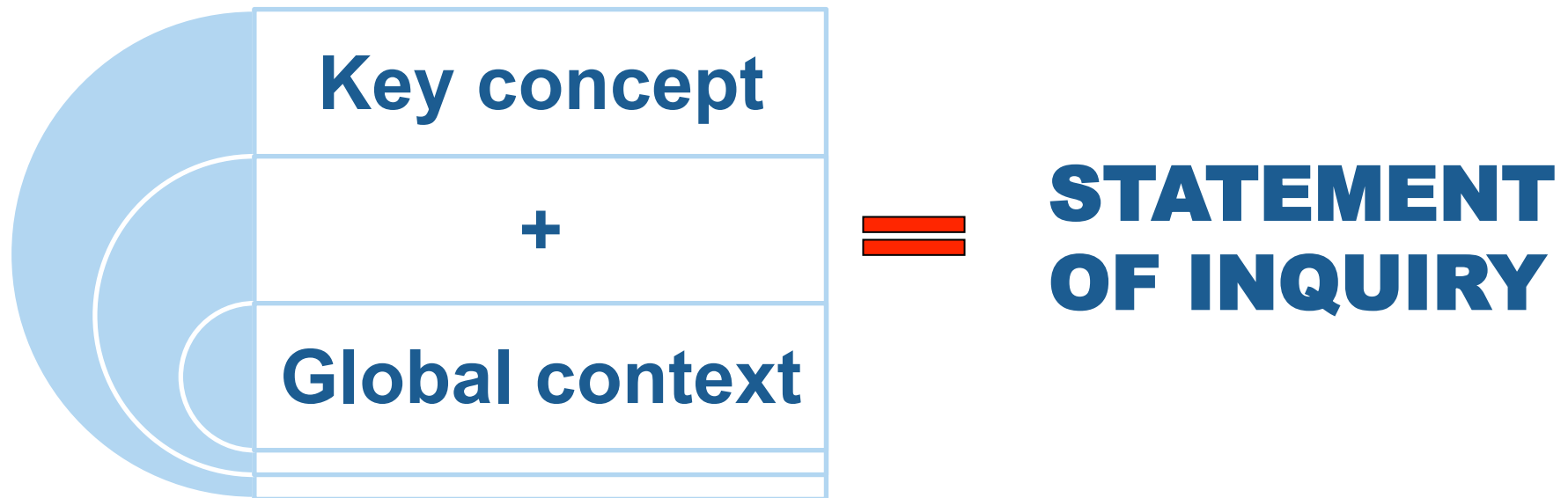
## Subject group

## Sample related concepts

Language and literature	Voice, bias
Language acquisition	Community, identity Audience, perspective
Individuals and societies	Power, adaptation, resistance
Sciences	Balance, interaction
Mathematics	Equivalence, representation
Arts	Discovery, ensemble
Physical and health education	Adaptation, environment
Design	Evaluation, sustainability



# Key and related concepts in context



# Approaches to Learning

- Skills that have relevance across the curriculum that help them “learn how to learn.”
- Help students prepare for, and demonstrate learning through, meaningful assessment.
- Ten developmentally appropriate skill clusters:

- Communication
- Collaboration
- Organization
- Affective
- Reflection

- Information literacy
- Media literacy
- Critical thinking
- Creative thinking
- Transfer



## Approaches to learning

How will this unit contribute to the overall development of subject-specific and general approaches to learning skills?

### Organisation:

- Time management (uses time effectively in class, responds productively to teacher cues, manages and meets deadlines)

### Collaboration:

- Working in groups (understands the principles of effective group communication, encouraged to respectfully share ideas)
- Personal challenges (understands that there are cultural differences and these are to be valued)

### Communication:

- Literacy (experiences the modeling of a range of reading strategies, is exposed to a range of content-specific terminology, is exposed to models of effective communication)
- Being informed (uses active listening skills)
- Informing others (conveys meaning through a specific range of formats)

### Reflection:

- Self-evaluation (with guidance engages in oral and written reflection)
- Planning (engages in processes of drafting and editing)

### Transfer:

- Making connections (with teacher guidance applies skills and knowledge in familiar situations)



# MYP Unit planning

Three-dimensional concept-based curriculum models value student inquiry and constructivist learning to create personal meaning where students can make connections and apply their learning in unfamiliar situations.



# The MYP Unit Planner

<b>Teacher(s)</b>		<b>Subject group and discipline</b>	
<b>Unit title</b>		<b>MYP year</b>	<b>Unit duration (hrs)</b>

Inquiry: Establishing the purpose of the unit

<b>Key concept</b>	<b>Related concept(s)</b>	<b>Global context</b>
<b>Statement of inquiry</b>		
<b>Inquiry questions</b>		
<b>Factual—</b> <b>Conceptual—</b> <b>Debatable—</b>		



## Example: MYP Year 3 Arts

<b>Teacher(s)</b>		<b>Subject group and discipline</b>	Arts: Visual arts		
<b>Unit title</b>	The heart of the city	<b>MYP year</b>	3	<b>Unit duration (hrs)</b>	30

### ***INQUIRY: Establishing the purpose of the unit***

<b>Key concept</b>	<b>Related concept(s)</b>	<b>Global context</b>
Identity	Expression Representation	Orientation in space and time
<b>Statement of inquiry</b>		
The arts are a product of an artist's perspective and identity.		
<b>Inquiry questions</b>		
<p><b>Factual</b>—How did John Olsen and Margaret Preston interpret their local environment?                In what ways do artists use visual elements to convey their perspective, thoughts and feelings about their local context?</p> <p><b>Conceptual</b>—How can the identity of a place be influenced by artistic expression?</p> <p><b>Debatable</b>—Can artistic intention and expression change audience perceptions?</p>		



# Example: MYP Year 1 Individuals & Societies

Teacher(s)		Subject group and discipline	Individuals and societies: Integrated		
Unit title	Borders	MYP year	1	Unit duration (hrs)	30

## *Inquiry: Establishing the purpose of the unit*

Key concept	Related concept(s)	Global context
Global interactions	Communities	Orientation in space and time
<b>Statement of inquiry</b>		
Students will understand that interactions between human communities and the natural world define borders.		
<b>Inquiry questions</b>		
<u>Factual:</u>		
How are places defined?		
What defines borders?		
<u>Conceptual:</u>		
What is at stake when borders are defined?		
How are people impacted when borders are changed?		
<u>Debatable:</u>		
Are borders the same for everyone?		



# Example: MYP Year 5 Mathematics

Teacher(s)		Subject group and discipline	Mathematics—extended		
Unit title	Probability—To succeed in the end	MYP year	5	Unit duration (hrs)	14

## ***INQUIRY: Establishing the purpose of the unit***

Key concept	Related concept(s)	Global context
Logic	Generalization Justification	Identities and relationships: Beliefs and values

### **Statement of inquiry**

Decisions reached through logic may not always reflect beliefs and values

### **Inquiry questions**

#### Factual

How does replacement in an experiment affect the type of event?

What determines whether two events are independent?

How do we calculate the probability of combined events?

#### Conceptual

How is the probability of success in a certain activity calculated? (Some activities are completely random and others depend on human skills)

#### Debatable

How accurate is the calculated probability of success in a human activity?

# Assessing the Student

- Middle Years Programme schools organize their own student assessment and reporting procedures, in accordance with the objectives of the programme
- Teachers assess student work internally
- MYP uses criterion-related assessment
  - disciplinary and interdisciplinary
  - concept based
- Optional eAssessment on-screen exams – 2016
- Prescribed, published criteria state final levels of achievement in each discipline



# MYP assessment criteria

	A	B	C	D
<b>Language and literature</b>	Analysing	Organizing	Producing text	Using language
<b>Language acquisition</b>	Comprehending spoken and visual text	Comprehending written and visual text	Communicating	Using language
<b>Individuals and societies</b>	Knowing and understanding	Investigating	Communicating	Thinking critically
<b>Sciences</b>	Knowing and understanding	Inquiring and designing	Processing and evaluating	Reflecting on the impacts of science
<b>Mathematics</b>	Knowing and understanding	Investigating patterns	Communicating	Applying mathematics in real-world contexts
<b>Arts</b>	Knowing and understanding	Developing skills	Thinking creatively	Responding
<b>Physical and health education</b>	Knowing and understanding	Planning for performance	Applying and performing	Reflecting and improving performance
<b>Design</b>	Inquiring and analysing	Developing ideas	Creating the solution	Evaluating
<b>MYP projects</b>	Investigating	Planning	Taking action	Reflecting
<b>Interdisciplinary</b>	Disciplinary grounding	Synthesizing and applying	Communicating	Reflecting



# Example: Physical and health education assessment criteria: Year 1

## Criterion D: Reflecting and improving performance

Maximum: 8

At the end of year 1, students should be able to:

- i. identify and demonstrate strategies to enhance interpersonal skills
- ii. identify goals and apply strategies to enhance performance
- iii. describe and summarize performance.

Achievement level	Level descriptor
0	The student does not reach a standard described by any of the descriptors below.
1-2	The student: <ol style="list-style-type: none"> <li>i. <b>states</b> a strategy to enhance interpersonal skills</li> <li>ii. <b>states</b> a goal to enhance performance</li> <li>iii. <b>describes</b> performance.</li> </ol>
3-4	The student: <ol style="list-style-type: none"> <li>i. <b>lists</b> strategies to enhance interpersonal skills</li> <li>ii. <b>states</b> a goal and <b>applies</b> strategies to enhance performance</li> <li>iii. <b>summarizes</b> performance.</li> </ol>
5-6	The student: <ol style="list-style-type: none"> <li>i. <b>identifies</b> strategies to enhance interpersonal skills</li> <li>ii. <b>lists</b> goals and <b>applies</b> strategies to enhance performance</li> <li>iii. <b>outlines</b> and <b>summarizes</b> performance.</li> </ol>
7-8	The student: <ol style="list-style-type: none"> <li>i. <b>identifies</b> and <b>demonstrates</b> strategies to enhance interpersonal skills</li> <li>ii. <b>identifies</b> goals and <b>applies</b> strategies to enhance performance</li> <li>iii. <b>describes</b> and <b>summarizes</b> performance.</li> </ol>

### Notes for criterion D

- Criterion D is appropriate for assessing personal and social development in sports/performance leadership and officiating.

# Example: MYP Year 2 Math Summative Assessment

Objectives:	Summative assessment	
<p>Criterion C—Communicating</p> <p>Criterion D—Applying mathematics in real-life contexts</p>	<p><b>Outline of summative assessment task(s) including assessment criteria:</b></p> <p>Students are to imagine they are living in a village in a developing country. They are given the task of designing a container to transport water from a well to their village situated one kilometre away. Students are to write a report justifying their design and detailing how much water they need to transport.</p>	<p><b>Relationship between summative assessment task(s) and statement of inquiry:</b></p> <p>This task provides students with the opportunity to reflect both on the importance of estimation and having an understanding of quantity. It also provokes thoughts regarding the idea that value is relative given the importance of water in certain parts of the world and the need to consider water conservation as part of a sustainable environment.</p>
Approaches to learning (ATL)		
<p>Students will develop:</p> <p>Thinking: Creative thinking skills—<i>Create novel solutions to complex problems.</i> Students will design containers to transport water</p> <p>Self-management: Reflection skills—<i>Consider ethical, cultural and environmental implications.</i> Students will reflect upon the value of water in different parts of the world</p> <p>Thinking: Transfer skills—<i>Make connections between subject groups and disciplines.</i> Students will also carry out a task in individuals and societies linked to a field trip and a task carried out in mathematics where they have to create a brochure for a charity highlighting the need for effective transportation of water in developing countries</p> <p>Communication: Communication skills—<i>Use appropriate forms of writing for different purposes and audiences.</i> Students will write a mathematical report as their summative assessment</p> <p>Social: Collaboration skills—<i>Manage and resolve conflict and work collaboratively in teams.</i> Students will work collaboratively during a field trip to a charitable organization. Here they will carry out simulations involving transporting water for use with cooking, washing, drinking and so on.</p>		



# Example: MYP Year 4 Language acquisition Summative Assessment

Objectives	Summative assessment	
<p><b>A: Comprehending spoken and visual text</b></p> <p><b>C: Communicating in response to spoken, written and visual text</b></p> <p><b>D: Using language in spoken and written form</b></p>	<p><b>Outline of summative assessment task(s) including assessment criteria:</b></p> <p><b>Criterion A:</b></p> <p>Using the language and ideas explored in the unit, the student will engage with and give an oral response to an advertisement (website with video).</p> <p><b>Criteria C &amp; D</b></p> <p>Students will create an advertisement based on (an) image(s) provided by the teacher or by the students themselves. They are expected to use vocabulary and structures acquired in the unit.</p>	<p><b>Relationship between summative assessment task(s) and statement of inquiry:</b></p> <p>The students will demonstrate their receptive abilities by viewing and responding to an advertisement and reflecting on how language is used to persuade.</p> <p>The students will demonstrate their productive abilities by creating their own advertisement using language to influence the behavior and decisions of others.</p>

Approaches to learning (ATL)
<p><b>Communication</b></p> <p><b>I. Communication skills: Reading, writing and using language to gather and communicate information</b></p> <ul style="list-style-type: none"> <li>• Write for different purposes</li> </ul> <p><b>Self management</b></p> <p><b>III. Organization skills: Managing time and tasks effectively</b></p> <ul style="list-style-type: none"> <li>• Plan short- and long-term assignments; meet deadlines</li> <li>• Set goals that are challenging and realistic</li> </ul> <p><b>V. Reflection skills: (Re-)considering the process of learning; choosing and using ATL skills</b></p> <ul style="list-style-type: none"> <li>• Identify strengths and weaknesses of personal learning strategies (self-assessment)</li> </ul> <p><b>Thinking</b></p> <p><b>XIII. Critical thinking skills: Analysing and evaluating issues and ideas</b></p> <ul style="list-style-type: none"> <li>• Recognize unstated assumptions and bias</li> <li>• Consider ideas from multiple perspectives</li> </ul>

# The Community Project

- Students can work independently or in groups of up to three students.
  - define a goal to address a need in the community, based on their personal interests
  - identify the global context for the community project
  - develop a proposal for action for the community project.
- Examples of community projects:
  - Improving the environment in the local hospital by designing and creating a series of pictures to hang in the corridors
  - Performing a theatre play to raise awareness on bullying
  - Campaigning to reduce paper use and to promote recycling
  - Creating a school or community garden



# Personal Project

- An independent piece of work
- Undertaken by all MYP students in year 5 of the programme
- Externally moderated for all schools ending with MYP year 5 students
- Examples of personal projects:
  - Topic: The Mayflower and the dream of religious freedom  
Project: a personal family history
  - Topic: The effect of mass media on teenage identity Project: a short film



## Is it true?

- All students must be taught an additional language of sustained instruction for the entire school year.
- It is strongly recommended that the MYP be implemented as a school-wide program for all students.
- A standard 4X4 semester block schedule is not in alignment with the philosophy of the MYP.

**YES!**

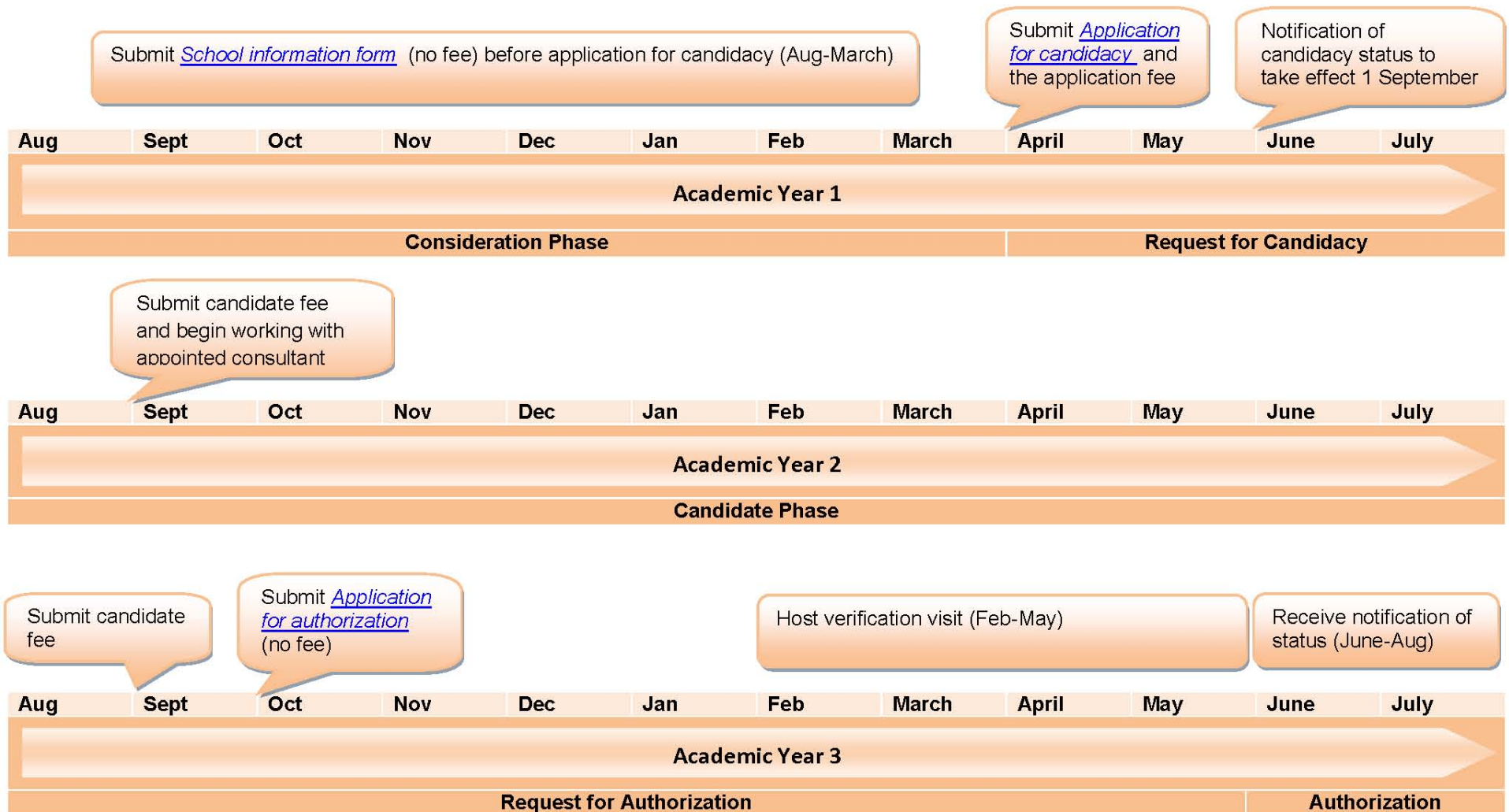


# Summary

- The MYP promotes a holistic approach to education
- The MYP requires valid and varied criterion-related assessment
- The MYP creates opportunities to bring the real-world into the classroom
- The MYP promotes inquiry as a pedagogical approach
- The MYP promotes the construction of knowledge
- The MYP promotes international mindedness



## Minimum Duration of the application timeline



**For Additional Information**

# **Got Questions?**

## **We've Got Answers!**

Contact the IB Outreach Desk  
by phone at (301) 202 3000  
or by email at [iba@ibo.org](mailto:iba@ibo.org)



International Baccalaureate®  
Baccalauréat International  
Bachillerato Internacional

© International Baccalaureate Organization 2013