



# Mid-Atlantic MYP Next Chapter Update Coordinators Meeting September 27, 2013

01 January 2012

## Questions? Questions? Questions?

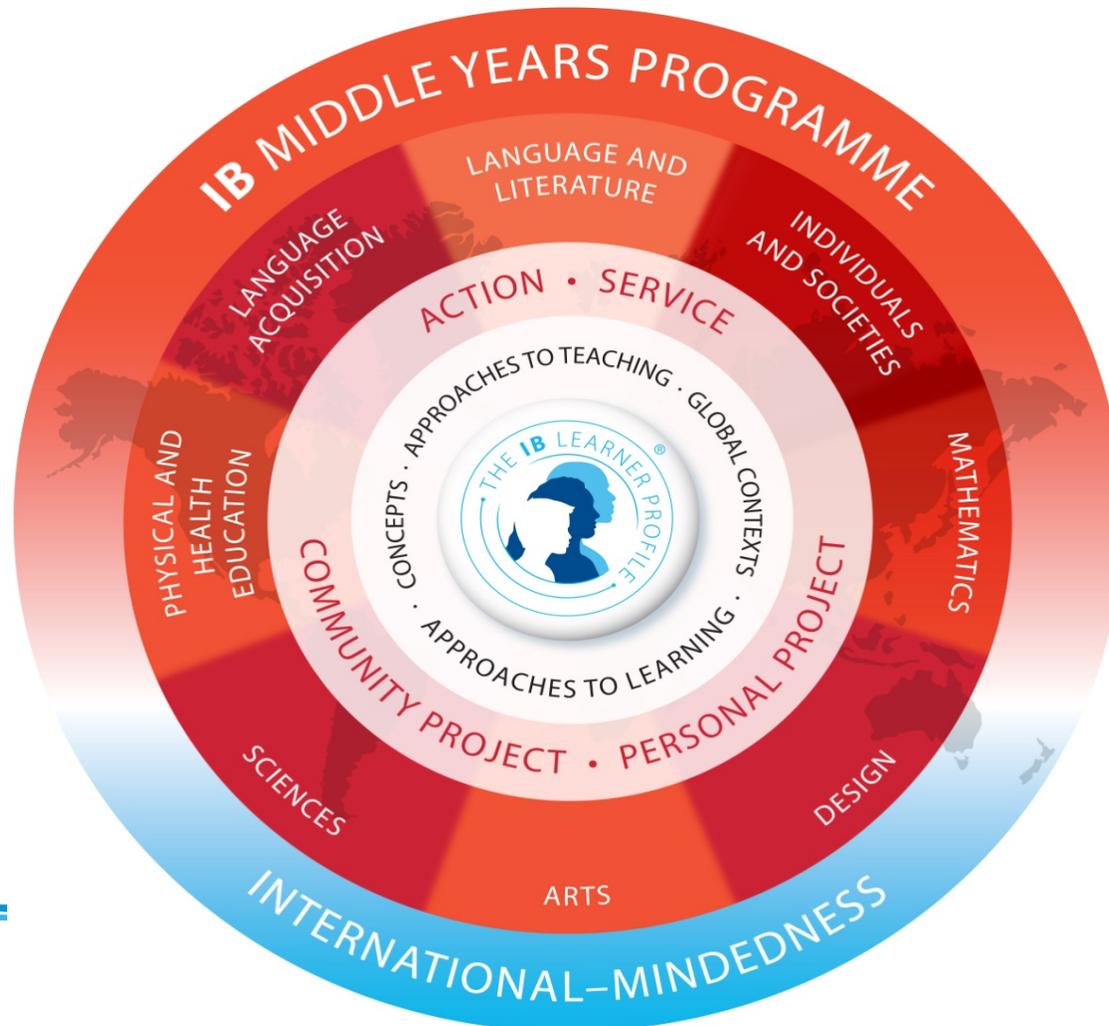
We all have questions concerning the practical application of all the new terminology and changes associated with MYP the Next Chapter.

Starting in January we will no longer refer to the revised MYP as the Next Chapter. It will simply be, “The MYP”.

I wish I had all the answers everyone is looking for but with time they will all get answered. We are all learning as we go.

What are the top 4 questions you have about MYP the Next Chapter?

# What do you notice about the MYP 2014 model?



# Key concepts

**“Key concepts are broad, organizing and powerful ideas that have relevance within the subject group but also transcend it, having relevance in other subject groups.”**



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

# Understanding that related concepts:



- are discipline-specific
- are still broad

- provide focus and depth to subject specific content



Subject group	Sample related concepts
Language and literature	character, theme, genre
Language acquisition	word choice, accent, idiom, voice
Individuals and societies	globalization, power, sustainability
Sciences	energy, transformation, evidence
Mathematics	measurement, pattern, representation
Arts	composition, style, role, intent
Physical and health education	balance, movement, systems
Design	form, function, innovation

## Then and Now

Now	Next Chapter
Community and Service	Service as Action
Approaches to learning	Approaches to Learning- All 4 programmes
Human Ingenuity Environments Health and Social Education	Global context

# Igniting student inquiry

## MYP global contexts

identities and relationships

orientation in space and time

personal and cultural expression

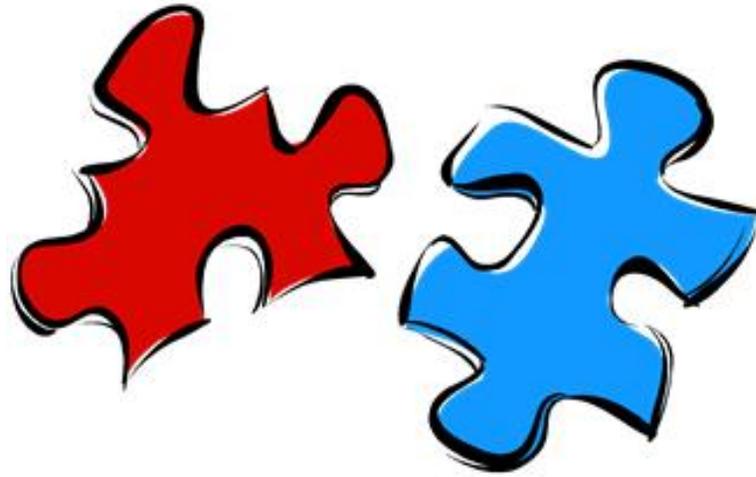
scientific and technical innovation

globalization and sustainability

fairness and development



# Global contexts



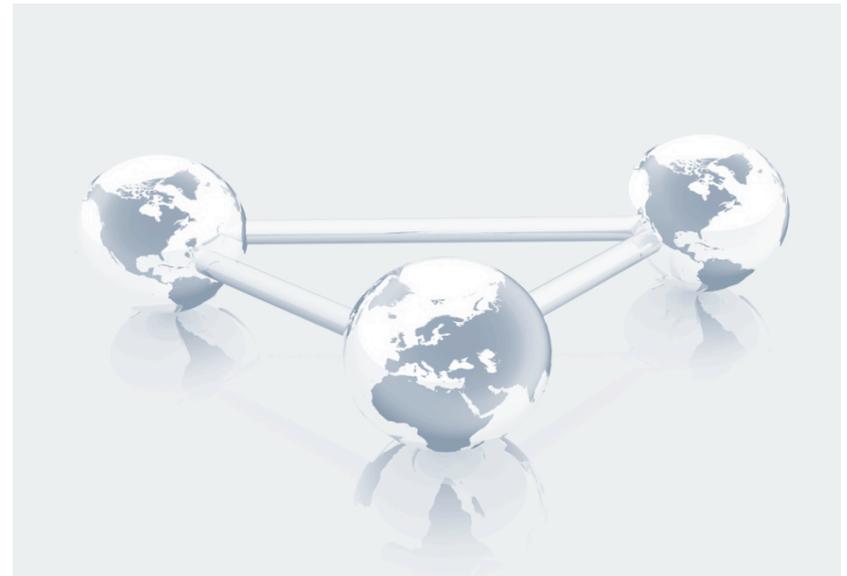
**The CONTEXT must frame a meaningful exploration that builds students' understanding of key and related concepts...**

# All learning is contextual ; we have GLOBAL contexts because we aim to increase international mindedness. Contexts explain and set the stage for answering WHY is this worthy of knowing?

1. continuum connections with the PYP, moving on toward DP core and specific courses.
2. clear programme commitment to the learner profile (independent and shared inquiry into our common humanity and shared guardianship of the planet)
3. wide-ranging investigation of what it means to be responsible members of local, national and global communities;
4. increasingly sophisticated understanding of the complex, real-life issues and relevant concerns of adolescents

# Category 1 workshops will focus on:

**KEY** and **RELATED**  
**CONCEPTS**  
combined with a  
**GLOBAL CONTEXT**  
form  
a **STATEMENT OF**  
**INQUIRY.**



# An example from Language and literature

## Key and related concepts

**Key concept:** Communication

**Related concepts:** character,  
point of view

## Global context

identities and relationships  
(human nature and human dignity)

## Statement of inquiry:

Authors can use characters with unusual points of view to communicate important ideas about what it means to be human.



# Examples:

## Key concept: Change

I am looking at an MYP 2 Humanities unit currently entitled ' How is the world different today compared to the Middle Ages?'

The context that I think would suit best is **globalization and sustainability** - in particular the impact of decision-making on humankind - how responsible are we in this decision making process

## Key Concept: Connections

I'm currently working with an MYP1 group and looking at it from a perspective of making connections through team sports. We have been using basketball, football and handball.

**Related concepts** would be adaptation and systems

**Global Context** would be **Identities and relationships** - This would be viewed with a focused through the global context by transitions of one sport to another, health and well-being of the individual.

## Key Concept: Perspective

This is an MYP, Lang A, Grade 10 unit concerning the point of view and purpose of the WW1 poets. The Global Context would be '**Orientation in Space and Time**' , particularly focusing on personal histories, turning points in humankind and global relationships.

# Approaches to learning (ATL)

- Through approaches to learning in IB programmes, students develop skills that have relevance across the curriculum that help them “learn how to learn”
- IB programmes identify five ATL skill categories, expanded into developmentally-appropriate skill clusters
- ATL are not formally assessed in the MYP
- All teachers in MYP schools are responsible for integrating and explicitly teaching ATL skills
- The most effective way to develop approaches to learning is through ongoing, process-focused disciplinary and interdisciplinary teaching and learning
- A concept-driven curriculum that uses ATL skills effectively enables all students to become stronger, more self-regulated learners
- The MYP extends IB ATL skills categories into ten developmentally-appropriate clusters.
- Teachers may develop additional skill and skill clusters if they like- **P2P December 2013**

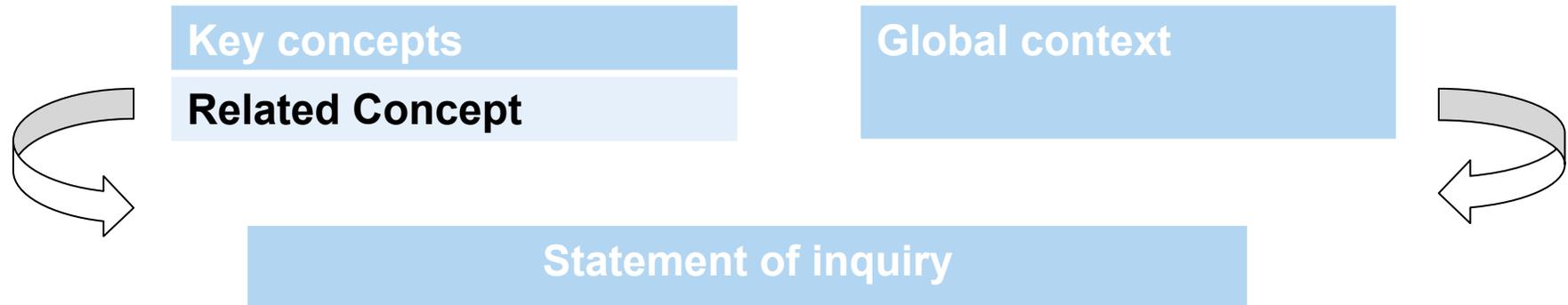
# ATL

IB ATL skill categories	MYP ATL skill clusters
Communication	I Communication
Social	II Collaboration
Self management	III Organization
	IV Affective
	V Reflection
Research	VI Information literacy
	VII Media literacy
Thinking	VIII Critical thinking
	IX Creative thinking
	X Transfer

## Over time, students can identify themselves and their competence in any learning strategy using terms like these:

- Novice/ beginning – students are introduced to the skill and can watch others performing it (observation)
- Learner/ developing – students copy others who use the skill and use the skill with scaffolding and guidance (emulation)
- Practitioner/ using – students employ the skill confidently and effectively (demonstration)
- Expert/ sharing – students can show others how to use the skill and accurately assess how effectively the skill is used (self-regulation)

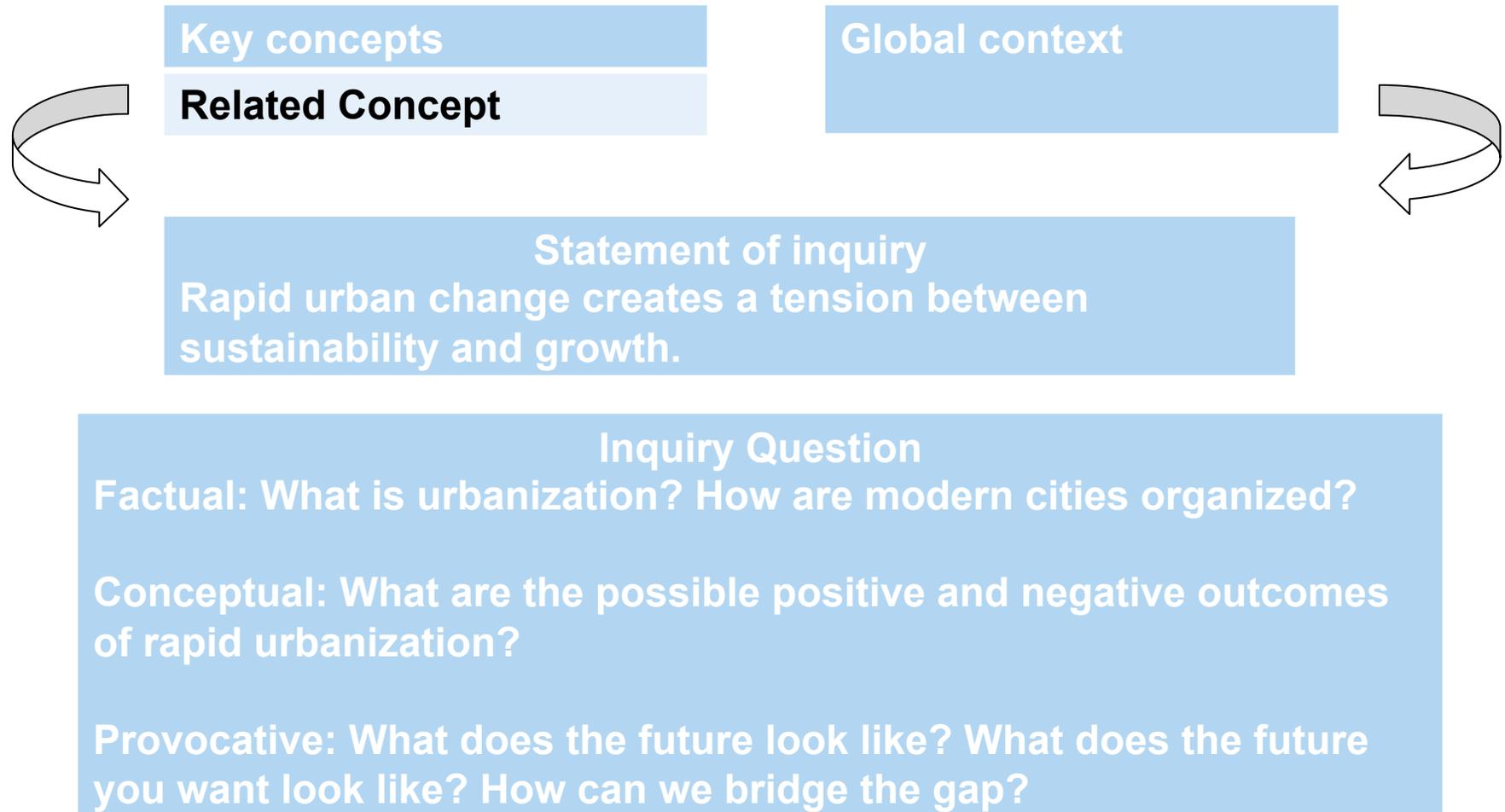
# Statement of Inquiry



## An inquiry-based classroom:

If you envision images of children actively posing questions, seeking answers to questions that they care about, demonstrating a strong interest in outcomes and discussing their theories and ideas with others, you've shared in a glimpse of what makes educators so excited about the possibilities of inquiry-based learning. At its best inquiry-based learning makes excellent educational sense.

# An inquiry-based classroom:



## MYP Next Chapter: Milestones for schools 2013-2016

### NORTHERN HEMISPHERE School years beginning in August/September

Published August 2013	
August	<ul style="list-style-type: none"> <li>• OCC: Publication of <i>MYP Coordinators handbook 2013-2014</i></li> <li>• OCC: MYP: next chapter development report</li> <li>• Schools may begin offering MYP subject group flexibility for students in MYP years 4 and 5</li> </ul>
September	<ul style="list-style-type: none"> <li>• Online up-skilling begins for MYP workshop leaders (2014 innovations)</li> </ul>
November	<ul style="list-style-type: none"> <li>• OCC: MYP Coordinators Notes</li> </ul>
December	<ul style="list-style-type: none"> <li>• OCC: Pre-publication drafts of MYP subject guides, MYP projects guide, MYP unit planner, and “Written curriculum: Using the MYP unit planner” chapter from <i>MYP: From principles into practice (2014) available</i></li> <li>• OCC: Transition document for schools indicating gradual implementation of the new requirements for authorization and evaluation from September 2014.</li> </ul>

# Q and A

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# Thank You

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