

Coordinator's notes

Information for Middle Years Programme coordinators and teachers

News

As we strive towards more effective and concise communication with IB World Schools, we will be undertaking a review of the *Coordinator's notes* for all IB programmes over the coming months and will be contacting you shortly for your feedback.

MYP: Next chapter

The IB has reviewed the design of the Middle Years Programme (MYP) with the aim of providing a structure that more clearly enables students to be successful in further IB studies while also facilitating schools in combining the MYP with the requirements of national/state systems. The new design creates an innovative, concept-based and appropriately assessed programme for 11–16-year-olds that fully reflects the IB principles of teaching and learning.

A detailed report on all aspects of the project was published on the "MYP coordinators" and "MYP: Next chapter" pages of the online curriculum centre (OCC) in August. The report covers curriculum and assessment; school services; and professional development, including transitioning information. All guides will be pre-published on the OCC in December 2013 and then officially published in May 2014. A range of eAssessments that lead to MYP certification and course results will be available in 2016.

Over the next two years, schools will be invited to give feedback on all aspects of innovations in the MYP through surveys and focus groups. If your school is interested in offering feedback, please contact myp.curriculum@ibo.org.

Guidance for schools in the transition period

The transition for schools to the revised MYP will be a gradual one. Since the revision will build upon the current strengths of the programme, many requirements will remain identical. With regard to the curriculum-planning process for schools, new elements, such as key and related concepts, have started to be introduced into professional development from September 2012 in order to enable a smooth transition for schools to the new process. Continued participation in professional development will

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Middle Years Programme *Coordinator's notes*

Published twice a year for Middle Years Programme (MYP) schools by the International Baccalaureate.

MYP development

Please email any questions to ibid@ibo.org or contact IB Answers on the following numbers.

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Geneva: +41 22 309 2515
Singapore: +65 6579 5055
US: +1 301 202 3025
The Hague: +31 70 352 6055

IB store, and sales and marketing

Email: sales@ibo.org

Available on IBIS (<http://ibis.ibo.org>) and on the online curriculum centre (<http://occ.ibo.org>).

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therefore support schools in starting to implement some of the changes and in preparing for 2014.

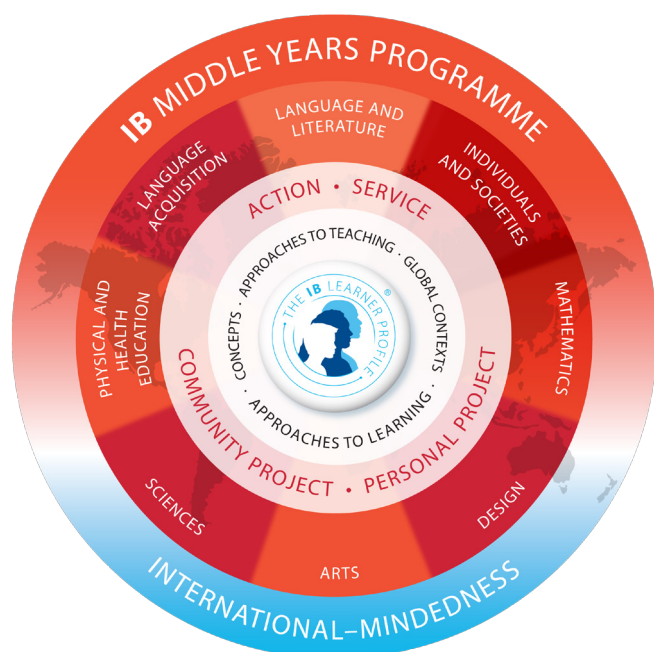
Where possible changes could significantly affect current requirements for schools, the IB will regard these requirements as pending during the interim period. Information has been sent to all MYP candidate and IB World Schools outlining the proposed changes and specifying which requirements schools will be expected to meet at the time of authorization or evaluation in the interim period and which will be pending until the new requirements have been finalized. The transition document has been posted on the OCC in the "MYP: Next chapter" section, and also gives guidance on how to focus the development of the programme at the school in the interim period, ensuring that the work done at the school will be useful towards meeting the new requirements.

Once the new requirements are published in 2014, schools will again be given a transition period to meet the new requirements. The new transition document will be published on the OCC in December 2013.

Coordinators should also check the updated calendar of milestones for schools that has been published on the "MYP: Next chapter" page of the OCC.

Launch of the new programme model

In September 2012, the IB launched its four new programme models for the Primary Years Programme (PYP), MYP, Diploma Programme (DP) and the new International Baccalaureate Career-related Certificate (IBCC). Each of the programme models demonstrates the content of an IB programme representing all the specific curriculum components in different inner circles.



The MYP programme model has been revised to reflect final curriculum innovations resulting from "MYP: Next chapter". This model is for use from first teaching in September 2014.

IB learner profile review

The IB Learner profile review concluded with the publication in April of a formal report and recommendations that have been adopted by the IB. The *Learner profile review report* is available on the OCC.

Learner profile attributes remain unchanged, but descriptors have been revised.

When should schools begin using the new IB learner profile?

Interested, candidate and IB World Schools can begin using the revised learner profile as of August 2013.

- As part of the authorization process, candidate schools should plan for implementation of the revised learner profile.
- All IB World Schools are responsible for implementing the revised learner profile as resources allow, and should fully implement its revision for any programme evaluation process begun on or after 1 January 2014.

What options are available to IB World Schools in their implementation of the new IB learner profile?

Based on extensive consultation with practitioners and other experts, the IB now provides more flexibility in the implementation of the learner profile in order to help IB World Schools meet the needs of their communities.

Schools can:

- use the published IB learner profile including the title and the IB's copyright
- replace the attribute "Risk-takers" with "Courageous"
- within the descriptor of the attribute "Balanced", include the word "spiritual" as follows.

We understand the importance of balancing different aspects of our lives—intellectual, physical, spiritual and emotional—to achieve well-being for ourselves and others.

- adopt the published IB learner profile and add one or more attributes (with explanatory descriptors) that are aligned with the IB's mission. The resulting document should be titled "[Name of school] Learner profile (based on the IB learner profile © International Baccalaureate Organization 2013)".

The intent of these options is to offer schools flexibility to engage in their own inquiry into internationally minded education, while maintaining a community of practice that shares the IB's philosophy of education.

Which publications will include the new IB learner profile?

What is an IB education? (August 2013) introduced the new learner profile to the IB community. All subsequent pre-publication versions and documents produced by IB Publishing will include the new learner profile.



IB learner profile

The aim of all IB programmes is to develop internationally minded people who, recognizing their common humanity and shared guardianship of the planet, help to create a better and more peaceful world.

As IB learners we strive to be:

<p>INQUIRERS We nurture our curiosity, developing skills for inquiry and research. We know how to learn independently and with others. We learn with enthusiasm and sustain our love of learning throughout life.</p>	<p>OPEN-MINDED We critically appreciate our own cultures and personal histories, as well as the values and traditions of others. We seek and evaluate a range of points of view, and we are willing to grow from the experience.</p>
<p>KNOWLEDGEABLE We develop and use conceptual understanding, exploring knowledge across a range of disciplines. We engage with issues and ideas that have local and global significance.</p>	<p>CARING We show empathy, compassion and respect. We have a commitment to service and we act to make a positive difference in the lives of others and in the world around us.</p>
<p>THINKERS We use critical and creative thinking skills to analyse and take responsible action on complex problems. We exercise initiative in making reasoned, ethical decisions.</p>	<p>RISK-TAKERS We approach uncertainty with forethought and determination; we work independently and cooperatively to explore new ideas and innovative strategies. We are resourceful and resilient in the face of challenges and change.</p>
<p>COMMUNICATORS We express ourselves confidently and creatively in more than one language and in many ways. We collaborate effectively, listening carefully to the perspectives of other individuals and groups.</p>	<p>BALANCED We understand the importance of balancing different aspects of our lives—intellectual, physical and emotional—to achieve well-being for ourselves and others. We recognize our interdependence with other people and with the world in which we live.</p>
<p>PRINCIPLED We act with integrity and honesty, with a strong sense of fairness and justice, and with respect for the dignity and rights of people everywhere. We take responsibility for our actions and their consequences.</p>	<p>REFLECTIVE We thoughtfully consider the world and our own ideas and experience. We work to understand our strengths and weaknesses in order to support our learning and personal development.</p>

The IB learner profile represents 10 attributes valued by IB World Schools. We believe these attributes, and others like them, can help individuals and groups become responsible members of local, national and global communities.

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Welcome

Rita Bateson joined the MYP programme development team in IB Global Centre, The Hague in September as the Curriculum Manager responsible for sciences and mathematics. She comes to the MYP team with experience in MYP and DP curriculum development and assessment. Rita has worked in the IB Americas and IB Africa, Europe, Middle East regions.

General

1,000th MYP school authorized

On 23 May 2013, representatives from SÉBIQ, IB Global Centre, Bethesda, and the Montreal School Board (Commission Scolaire de Montréal—CSDM), recognized the 1,000th school to be authorized to offer the International Baccalaureate Middle Years Programme.

The authorized schools are **La Dauversière** and **Évangéline EVLA**, partner schools located at Boulevard de l'Acadie in Montréal.

During this event, commemorative plaques were presented to the directors of the schools to recognize the involvement of all the teachers, management staff and other professionals who have supported the establishment of international programmes of education within their schools.

Up-to-date statistics about the number and location of IB World Schools offering the MYP are available at <https://www.ibo.org/facts/schoolstats/>.

IB newsletters

Look for MYP news in the IB's three newsletters at <http://www.ibo.org/newsletters/>.

IB in Practice—a web-based newsletter tailored to the IB's community of educators, teachers, coordinators and examiners. It is published bimonthly from August to June (skipping December). This newsletter focuses on news and information related to IB teaching practice and provides current details on IB curriculum, assessment, programme news and IBEN. It is intended as a tool to support those individuals most heavily involved in IB teaching and learning.

IB Global News—a monthly e-publication that provides an array of news and information about IB programmes, professional development, research and other activities of interest to a broad audience that includes IB World School teachers, coordinators, counsellors and heads, parents, educators at prospective IB World Schools, donors, related organizations and colleagues at universities. This publication may be shared with anyone interested in the IB; subscriptions are cost-free and available on an opt-in basis.

IB News Update—a quarterly publication exclusively distributed to IB heads of school and sent to the email registered in IBIS.

Curriculum development

MYP curriculum review cycle

The MYP process of curriculum review follows a seven-year cycle. This includes an investigation (research) year, three years of curriculum review meetings and document development managed by the MYP team in IB Global Centre, The Hague, and three years of implementation of the subject guide in schools before the cycle begins again.

The changes proposed as part of the "MYP: Next chapter" project will result in all guides being published in 2014, including revised versions of those published in 2012. The seven-year review cycle will be reintroduced in all subject groups after 2014 and will be synchronized with the DP curriculum review schedule.

Subject group	Publication date of next revised document	Publication date of following revised document (projected)
Arts	2014	2020
Design	2014	2021
Health and physical education	2014	2021
Humanities	2014	2022
Language acquisition	2014	2019
Language and literature	2014	2019
Mathematics	2014	2020
Sciences	2014	2021
Other programme documents		
<i>MYP projects</i>	2014	2022
<i>Fostering interdisciplinary teaching and learning in MYP schools</i>	2014	2022
<i>MYP: From principles into practice</i>	2014	2022

Subject group guides and other programme documents may be identified for mini-reviews outside of this cycle; projected dates may be adjusted based on continuum demands and other programme development circumstances.

2014 programme development initiatives

To support the implementation of curriculum innovation in the MYP, programme development teams will be creating new resources in 2014. Scheduled projects include the following.

- Coordinator support materials
- Support materials for social emotional learning (SEL)
- Subject-specific support materials for English-language learners
- Workshop resources to support implementation of MYP design combined with other subject groups

Schools wishing to contribute are very welcome to contact myp.curriculum@ibo.org for more information.

MYP Coordinator's handbook 2013–2014

The *MYP Coordinator's handbook 2013–2014* (August 2013) is available on the OCC. In 2014–2015, this document will be superseded by *MYP: From principles into practice* (anticipated July 2014) and the new annual publication of *Handbook of procedures for the Middle Years Programme*.

IB professional development

Subject-specific seminars

When the IB publishes new subject guides, subject-specific seminars help educators understand and implement the changes. Subject-specific seminars offer an important opportunity for experienced teachers to acquaint themselves with changes to specific subject groups. They explain and exemplify curriculum planning; guidelines and requirements for implementation; aims, objectives and criteria; and internal assessment strategies.

Academic staff from the programme development team and/or a member of the curriculum review team will support these workshops, answering questions and participating in discussions. Information about registration for these regional events is available at <http://www.ibo.org/programmes/pd/>.

MYP subject-specific seminars are scheduled in all IB regions between February and July 2014. From February 2014, all MYP category 1 and category 2 workshops will be based on new programme documents and will fulfill requirements for attending updated IB professional development. By January 2017, all requirements for IB professional development with respect to programme authorization and evaluation must be met with workshops based on *MYP: From principles into practice*, subject-group guides and other programme documentation that will be published in 2014.

Moderation and assessment

Close of MYP session

The close of the June 2013 moderation session is 15 December 2013. All results-related queries should be received by 15 November 2013.

Five student folders required for moderation

Subject guides advise sending four or eight folders of student work for each subject. These guides were written prior to the decision to request five folders.

The **sample for each subject** must comprise folders of work for **five** students. Teachers are requested to include folders from:

- **three** students whose work represents a spread around the average level of ability within the school for the subject

- **one** student whose work is comparatively good
- **one** student whose work is comparatively weak.

Moderation/MYP certificates transition

In 2015, MYP certification will be available only through moderation (and will be based on assessment objectives from new subject guides published in May 2014). Beginning in 2016, the IB MYP certificate and MYP course results will be available for year 5 students who successfully complete eAssessments and other elements of the programme.

Schools were advised on the following changes in a July communication to coordinators and heads of school.

June/December 2014 moderation sessions—Candidates registered for the MYP certificate must continue to meet the minimum achievement levels for all eight subject groups (and the personal project). Schools can offer students the opportunity to exercise subject-group flexibility, but students who register for fewer than eight subject groups will not be eligible for the MYP certificate. (Students who register for fewer than eight subject groups remain eligible for the MYP record of achievement.) The *MYP Coordinator's handbook 2013–2014* describes the current curriculum-flexibility option as well as procedures and requirements for moderation that lead to MYP grades validated by the IB.

From September 2014, the MYP's current curriculum-flexibility option will no longer be available as schools will be implementing subject-group flexibility.

June/December 2015 moderation sessions—As we transition to the 2016 eAssessment model, **students will need to register for only six subject groups to be eligible for the MYP certificate**. Registered students must meet the conditions required for subject-group flexibility. For students entered in more than six requisite subject groups—and/or multiple subjects within a subject group—all subject results will appear on the MYP record of achievement. The best subject grade, automatically detected within IBIS from each subject group, will count towards certification. In the case of students who register for more than one subject group from arts, physical and health education, and design, the highest grade from within each subject group will automatically be selected as the sixth grade for certification alongside the other five required subject groups.

In the moderation sessions for June/December 2015, the total points needed to obtain the MYP certificate will change to a minimum of 28 points. (As now, the total is based on an average grade of 4. Candidates must have a grade of at least 2 in each of the relevant subject groups, and a personal project grade of 3 or higher.) A full description of the moderation process, IB certification documents and the conditions necessary to qualify for the MYP certificate will be available in the *Handbook of procedures for the Middle Years Programme (2014–2015)*.

June/December 2015 eAssessment—The option for achieving an MYP certificate through moderation of assessment will remain available until June/December 2015. Although innovative MYP on-screen exams will be available in selected subjects in June and December 2015, the initial 2015 eAssessments will not contribute to an award of the MYP certificate. A full complement of MYP eAssessments (leading to the award of the new MYP certificate and IB MYP results) are to be available from June 2016.

Contact your regional MYP School Services Manager if you have questions or need clarification.

MYP: Next chapter—examiner and moderator recruitment

With the introduction of “MYP: Next chapter”, the IB is recruiting examiners to assess the eAssessments and to moderate the personal project.

This is a unique and exciting opportunity to be part of an assessment team at the launch of a brand new assessment model.

All examiners will receive training prior to participating in this role, giving them the opportunity to discuss the assessment standard with senior examiners. As with the current moderator training, the examiner training will be provided in an online environment.

As personal project moderators will be assessing materials submitted by other schools, they are able to see the different ways in which schools have addressed the assessment. This knowledge can then be used in their own schools, thereby expanding their practices.

Please provide the teachers in your school with this information and encourage them to become moderators and examiners. Teachers wishing to apply can find more information and an application form on the IB website at <http://www.ibo.org/informationfor/examiners/myppmoderators/>.

Alternatively, if you, or they, have any queries, please contact the examiner recruitment team at examrecruit@iob.org.

Communicating the MYP

IB websites

There are four important websites for MYP administrators, coordinators, teachers and heads of schools.

- <http://www.ibo.org>—IB website, for everyone, incorporating IB HeadNet for heads of schools and school principals
- <http://occ.ibo.org>—online curriculum centre (OCC), for teachers, MYP coordinators and administrators
- <http://ibis.ibo.org>—MYP IBIS, for MYP coordinators
- <http://store.ibo.org>—IB store, for everyone

MYP on Twitter and LinkedIn!

MYP is on Twitter and LinkedIn. Members of the MYP community who are on Twitter can follow us at @ibmyp and those on LinkedIn can join the "IB MYP Educators" group. The advantage of Twitter is that automatic news and updates about the MYP can be sent directly to your email, or even your mobile phone. Twitter and LinkedIn are also useful for connecting to MYP teachers from around the world to share

experiences, questions, ideas and resources. This is only possible if you already have an account or you now sign up to have a Twitter or LinkedIn account. If you choose not to have a Twitter account, you can still read MYP updates by going to <http://twitter.com/ibmyp>.

For further information and news in other IB programmes, please subscribe to the IB newsletters: www.ibo.org/newsletter.