

# Relaunching the MYP

# Agenda for Today

- **Why** - Mission and the IB Learner Profile,
- **What** - Concepts, Contexts and Assessment
- **How**
  - Assessment maps
  - Inquiry, action, and reflection
- **Success** - What are your successful projects?
  - How do they involve inquiry, action and reflections?
  - How do they involve service/international-mindedness?



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**Why?**

**Let's learn together!**

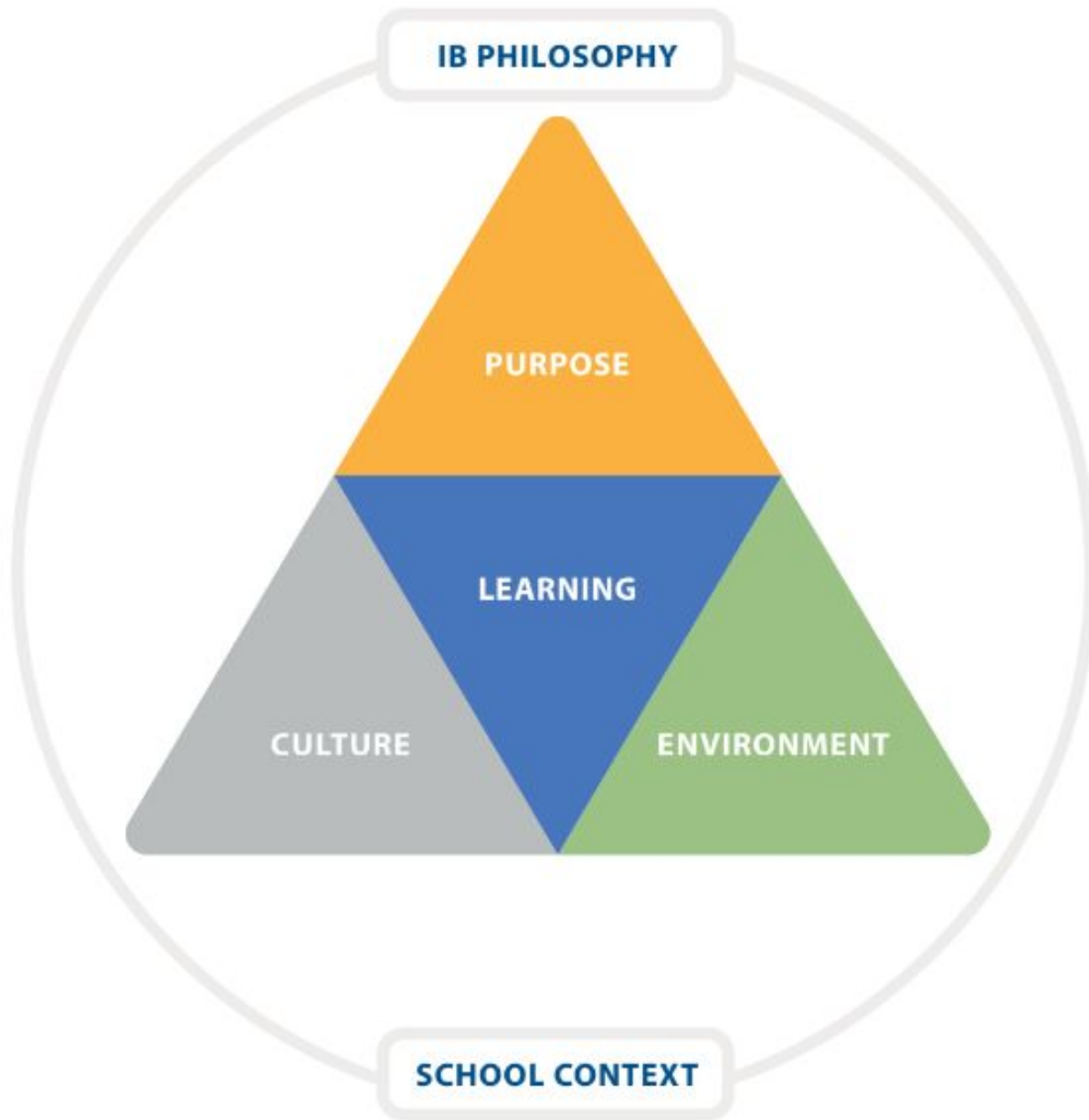
# IB Mission Statement

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.**





# The IB Learner Profile in action:


**BALANCED**  
We do a mix of academic, physical, and social activities and work. We work in groups and on our own.




JEFFERSON MS  LEARNER PROFILE

1 - Balanced

**THINKERS**  
We consider problems by breaking them down and using creative solutions. We make good, thoughtful decisions.



JEFFERSON MS  LEARNER PROFILE

2 - Thinkers

**REFLECTIVE**  
We learn from what we do. We think about the world and consider our own ideas.



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3 - Reflective

**KNOWLEDGEABLE**  
We explore learning across every subject area. We learn about local and global issues.



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4 - Knowledgeable

**CARING**  
We show kindness and respect toward others. We try to help others and a positive difference in the world.



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5 - Caring

**INQUIRERS**  
We love learning and asking questions. We develop skills to research on our own and with others.



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6 - Inquirers

**COMMUNICATORS**  
We express ourselves confidently and creatively. We learn more than one language. We listen to the views of others.



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7 - Communicators

**PRINCIPLED**  
We act with honesty, integrity, a strong sense of fairness and justice. We take responsibility for our actions.



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8 - Principled


**OPEN-MINDED**  
We celebrate our own cultures and the values and traditions of others. We listen to different views and grow from experience.




JEFFERSON MS  LEARNER PROFILE

9 - Open-minded

**RISK-TAKERS**  
We approach uncertainty with confidence. We bounce back from setbacks. We explore new ideas and challenges.



JEFFERSON MS  LEARNER PROFILE

10 - Risk-takers

# Reflect and Share



**How does your school  
already promote  
international  
mindedness and the IB  
Learner Profile?**



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## What?

**Let's learn together!**

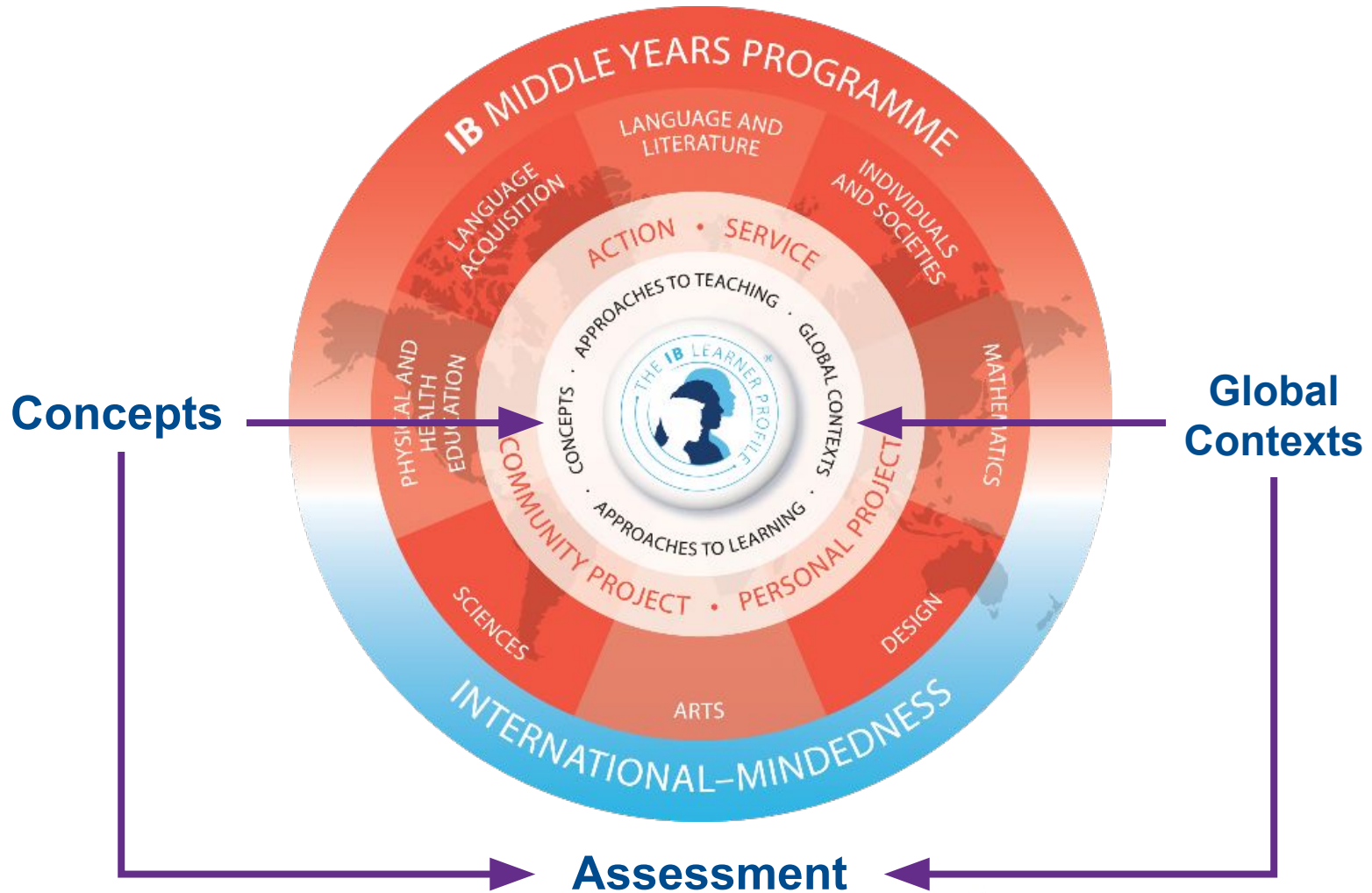


# What?



- ✓ Investigate the relationship between each subject group's aims, objectives and summative assessment criteria
- ✓ Explore the significance of a concept-driven, contextualized curriculum
- ✓ Reflect upon written and unwritten rules that define how a school develops policies

# What is involved in a coherent curriculum?



# MYP Key concepts - Teach Through Big Ideas

Aesthetics

Change

Communication

Communities

Connections

Creativity

Culture

Development

Form

Global interactions

Identity

Logic

Perspective

Relationships

Time, place and space

Systems

# Concepts - Tie content together with key and related concepts



# Global contexts



Identities and relationships

Orientation in space and time

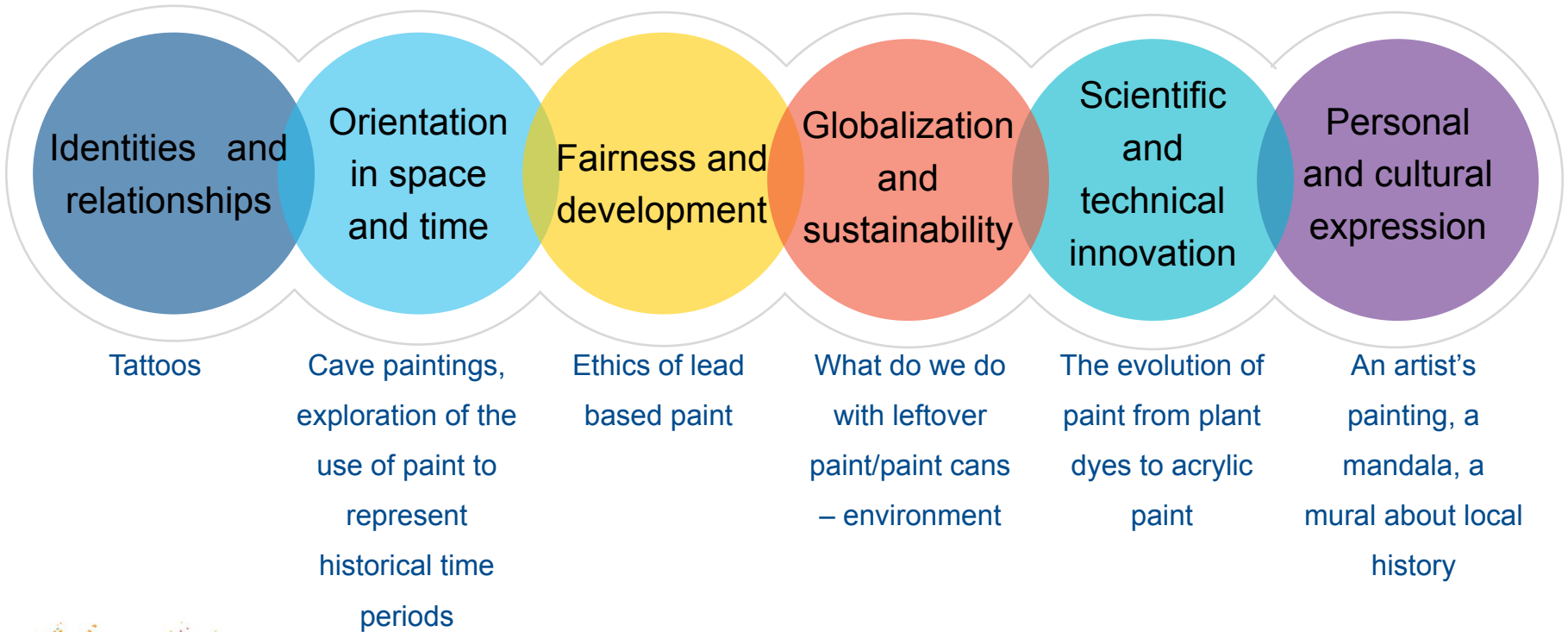
Fairness and development

Globalization and sustainability

Scientific and technical innovation

Personal and cultural expression

# Global contexts



# Global Context for Elections

## FAIRNESS AND DEVELOPMENT

What are the consequences  
of our common humanity?

*Explore rights and responsibilities; and especially the relationship between different communities around the world. Do we share what we have with other people and with other living things? Can we all achieve equal opportunities and peace?*



Ronald Brownstein

@RonBrownstein



"The incumbents in every single one of the 10 major countries that....held national elections in 2024 were given a kicking by voters. This is the first time this has ever happened in almost 120 years of records."



From ft.com

7:08 AM · Nov 7, 2024 · 345.1K Views

# MYP Assessment Criteria

| Subject                                  | Criterion A                  | Criterion B                 | Criterion C                  | Criterion D                                      |
|--|------------------------------|-----------------------------|------------------------------|--|
| <b>Arts</b>                              | Investigating                | Developing                  | Creating/<br>Performing      | Evaluating                                       |
| <b>Design</b>                            | Inquiring and<br>analysing   | Developing ideas            | Creating the<br>solution     | Evaluating                                       |
| <b>Individuals &amp;<br/>societies</b>   | Knowing and<br>Understanding | Investigating               | Communicating                | Thinking critically                              |
| <b>Language<br/>acquisition</b>          | Listening                    | Reading                     | Speaking                     | Writing  |
| <b>Language and<br/>literature</b>       | Analysing                    | Organizing                  | Producing text               | Using language                                   |
| <b>Mathematics</b>                       | Knowing and<br>Understanding | Investigating<br>patterns   | Communicating                | Applying<br>mathematics in<br>real-life contexts |
| <b>Physical and<br/>health education</b> | Knowing and<br>Understanding | Planning for<br>Performance | Applying and<br>Performing   | Reflecting &<br>improving<br>performance         |
| <b>Sciences</b>                          | Knowing and<br>Understanding | Inquiring and<br>Designing  | Processing and<br>evaluating | Reflecting on the<br>impacts of science          |



# Reflect



**How does your school teach concepts, put learning in global contexts, and/or use assessment criteria?**



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## How?

**Let's learn together!**

# Creating Assessment Maps

| Year Objectives   | Creating a Writer's Notebook | Personal Narratives | Personal Narratives  | Persuasive Writing               | Persuasive Writing | Media Literacy      | Fiction         | Poetry      | Research/Journalism |
|---|------------------------------|---------------------|----------------------|----------------------------------|--------------------|---------------------|-----------------|-------------|---------------------|
| <b>Summative Assessment</b>   | Introduce Yourself           | Sensory Detail Poem | (Personal Narrative) | Claims, Evidence, Reasoning Test | Lit Essay          | Create a Commercial | Children's Book | Poetry Test | Personal Profile    |
| <b>Criterion A: Analysing</b>   |                              |                     |                      |                                  |                    |                     |                 |             |                     |
| i. identify and comment upon significant aspects of texts   |                              |                     |                      | X                                | X                  | X                   |                 | X           |                     |
| ii. identify and comment upon the creator's choices   |                              |                     |                      | X                                | X                  | X                   |                 | X           |                     |
| iii. justify opinions and ideas, using examples, explanations and terminology   |                              |                     |                      | X                                | X                  | X                   |                 | X           |                     |
| iv. identify similarities and differences in features within and between texts.   |                              |                     |                      | X                                | X                  | X                   |                 | X           |                     |
| <b>Criterion B: Organizing</b>  |                              |                     |                      |                                  |                    |                     |                 |             |                     |
| i. employ organizational structures that serve the context and intention  |                              |                     | X                    |                                  | X                  |                     | X               |             | X                   |
| ii. organize opinions and ideas in a logical manner   |                              |                     | X                    |                                  | X                  |                     | X               |             | X                   |
| iii. use referencing and formatting tools to create a presentation style suitable to the context and intention.   |                              |                     | X                    |                                  | X                  |                     | X               |             | X                   |
| <b>Criterion C: Producing text</b>  |                              |                     |                      |                                  |                    |                     |                 |             |                     |
| i. produce texts that demonstrate thought and imagination while exploring new perspectives and ideas arising from personal engagement with the creative process | X                            | X                   | X                    |                                  |                    |                     | X               |             | X                   |
| ii. make stylistic choices in terms of linguistic, literary and visual devices, demonstrating awareness of impact on an audience                                | X                            | X                   | X                    |                                  |                    |                     | X               |             | X                   |
| iii. select relevant details and examples to support ideas.   | X                            | X                   | X                    |                                  |                    |                     | X               |             | X                   |
| <b>Criterion D: Using language</b>  |                              |                     |                      |                                  |                    |                     |                 |             |                     |
| i. use appropriate and varied vocabulary, sentence structures and forms of expression   | X                            |                     | X                    |                                  | X                  | X                   | X               |             | X                   |
| ii. write and speak in an appropriate register and style  | X                            |                     | X                    |                                  | X                  | X                   | X               |             | X                   |
| iii. use correct grammar, syntax and punctuation  | X                            |                     | X                    |                                  | X                  |                     | X               |             | X                   |
| iv. spell (alphabetic languages), write (character languages) and pronounce with accuracy   | X                            |                     | X                    |                                  | X                  | X                   | X               |             | X                   |
| v. use appropriate non-verbal communication techniques.   | X                            |                     | X                    |                                  | X                  | X                   | X               |             | X                   |

# The inquiry cycle

Explain to the person next to you **how** you did each of these in a project you completed recently



“Represented as the interplay between **asking (inquiry)**, **doing (action)** and **thinking (reflection)**, this constructivist approach leads towards open classrooms where different views and perspectives are valued...It prepares a community of learners to engage with complex global challenges through a dynamic education experience framed by inquiry, action and reflection.”  
(p.10, MYP: From principles into practice)



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## Successes

**Let's learn together!**

# What are the lessons or assessments that you are most proud of?



- ✓ Inquiry, action and reflection
- ✓ International-mindedness and service learning
- ✓ Interdisciplinary units

# What are the lessons or assessments that you are most proud of?



## Thomas Jefferson's 8th Grade Capstone Project



AETV (Arli...  
2.22K...



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