

*Can an
understanding of
the past help us
to embrace the
future?*

*A review of current and
future developments in the
MYP*



Andrew Mayes

Curriculum and Assessment Manager for:

- Mathematics
- Technology



The MYP Team

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Personal Project

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Languages A and
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Sciences and Physical
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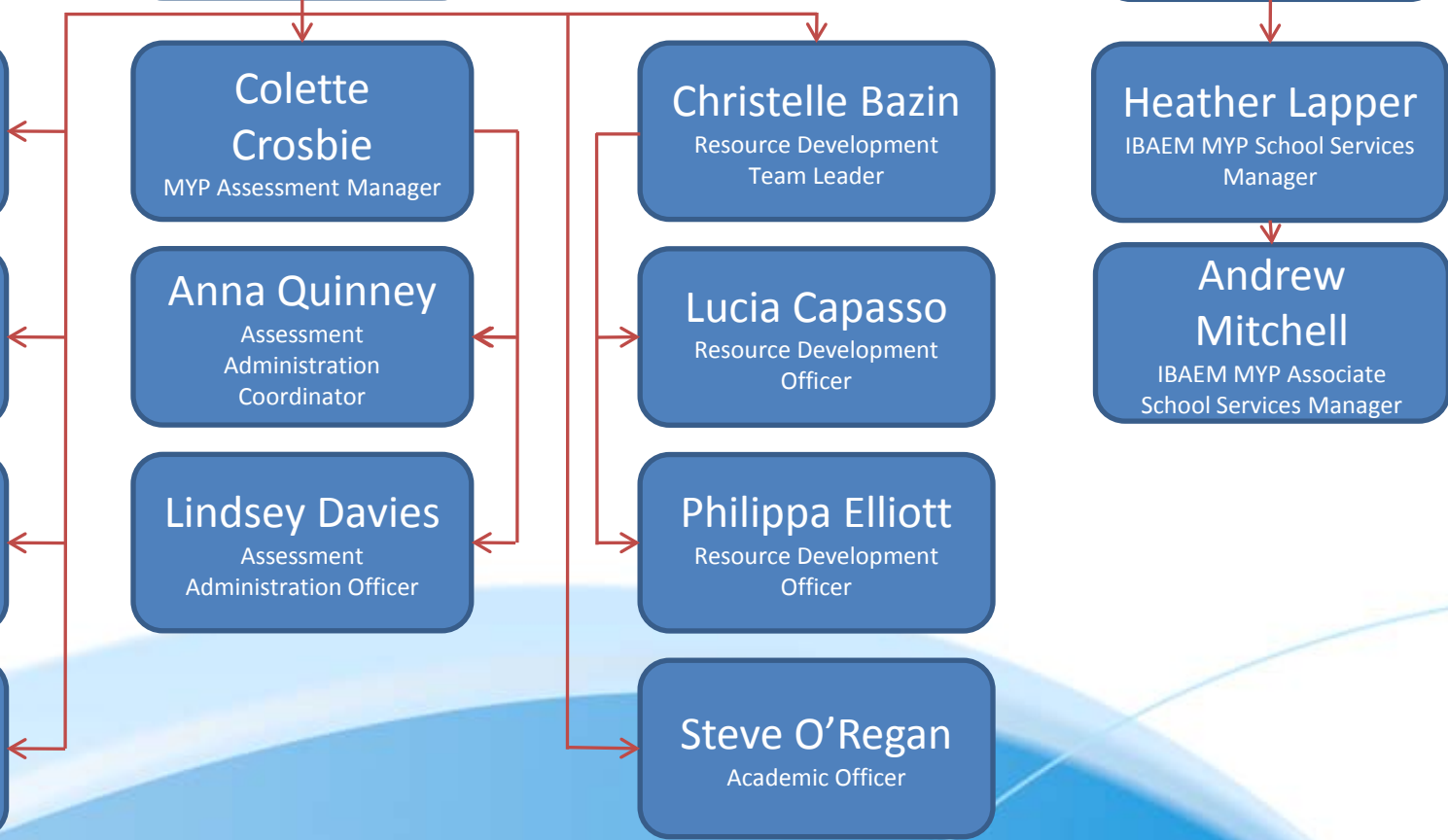
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Latest developments in the MYP

1. Global view
2. Curriculum review developments
3. Coordinator's notes and Twitter
4. MYP commercial publications
5. MYP: The next chapter
6. Discussion & sharing

Global network of MYP schools

The MYP community globally is growing, see:

<http://www.ibo.org/facts/schoolstats/growth.cfm>



Publications

- ✓ Coordinator's support material (Aug 2010)
- ✓ History of the MYP (Sept 2010)
- ✓ Maths continuum TSM (Dec 2010)
- ✓ MYP Command terms (Dec 2010)
- ✓ Personal project guide (Jan 2011)
- ✓ Personal project TSM (April 2011)
- ✓ Sciences continuum TSM (July 2011)



Future publications

- Humanities guide and TSM to be published 2012
- Language B guide and TSM to be published 2012
- Nothing else until 2014 (MYP: the next chapter)



Danielle Veilleux

- Curriculum and Assessment Manager for:
 - Arts
 - Humanities
 - Personal Project

Arts

- Currently under review
- New guide and TSM to be published 2014
- Review is being conducted in an online forum and three face-to-face meetings over the next few months in all three regions

Arts

To get involved in the review contact :

danielle.veilleux@ibo.org

Including a CV and letter of application

Arts

Please check the OCC:

- Additional examples of unit planners

Humanities

- 2012 Publication of guide, Teacher Support Material and workshop resource online
- The guide review was completed in April 2011. Contact ibid@ibo.org for further information.

Humanities

Main changes

- Develop an MYP humanities conceptual framework: objective B Concepts would disappear and conceptual understanding would be addressed through all objectives. MYP humanities courses would need to address defined concepts each year of the programme.
- Refine the objective strands relating to skills, organising them under two objective headings: investigation and critical thinking.

Humanities

Objectives

- Knowing and understanding
- Investigating
- Thinking critically
- Communicating

All the corresponding assessment criteria are equally weighted with a maximum level 8.

Humanities

Professional development opportunities

- Humanities: Subject Specific Seminar
 - IBAEM: Riga, Latvia. 6-8 April 2012
- Online and face-to-face workshops from April 2012

Personal project

- New guide published in 2011 (January) and TSM (April)
- Workshop resources available online for workshop leaders (February)



Margareth Harris

Curriculum and Assessment Manager for:

- Languages A
- Languages B

Languages A

- Currently under review
- New guide and TSM to be published 2014
- Review is being conducted in an online forum and three face-to-face meetings over the next few months in all three IB regions

Languages A

The review encompasses:

- The review of the provision of:
 - Mother tongue languages
 - Small-sampled languages
 - Second language learning

- The current languages A guidelines and framework

Languages B

- Subject guide and TSM to be published in March 2012
- Extracts from the new 2012 guide will be posted on the OCC, November 2011

Changes to the teaching, learning and assessment framework

- From 2012, Language B will be organized in six phases (rather than the current 3 levels Foundation, Standard and Advanced)

Languages B

- Aims, objectives and language learning rationale have been aligned with PYP and DP language subject areas
- Revisions reflect IB's stance on language and learning
- Revised framework is in line with trends and current thinking on language learning

Languages B

- Increased flexibility, inclusivity and access to studying languages in the MYP have been created with the changes to the guidelines
- The investigation into merging Language A and B has begun. The first stage is to consider possibility of one ‘languages continuum’

Languages B

- Objectives and criteria for:
 - sign languages;
 - heritage/revival languages;
 - classical languages

have been developed and the guides for these are available now

- *For any further information please contact margareth.harris@ibo.org*

Languages B

Professional development opportunities

- Languages B: Subject Specific Seminar
 - IBAEM: Riga, Latvia. 6-8 April 2012
- Online and face-to-face workshops from April 2012

Piloting languages

You are invited to participate in various languages projects

- Review and pilot of languages A for the 2014 changes
- Pilot of languages B for the 2014 changes
- Both of these will involve the school developing
 - case studies
 - language portraits
 - language portfolios
- Set 2 unit planners project
- Invitation to participate is posted in the OCC subject pages

Sean Rankin

Curriculum and Assessment Manager for:

- Physical and Health Education
- Sciences

Sean.rankin@ibo.org

Physical and Health Education

- Currently under review
- New guide and TSM to be published 2014
- Review is being conducted in an online forum and the final face-to-face meeting to take place in December 2011
- Piloting of the new guide begins in January 2012- advertised on the OCC

Physical and Health Education

Draft objectives

- Using knowledge
- Inquiring and planning
- Applying
- Reflecting

Sciences

- Currently under review
- New guide and TSM to be published 2014
- Review is being conducted in an online forum and the final face-to-face meeting to take place in November 2011
- Piloting of the new guide begins in January 2012- advertised on the OCC

Sciences

Objectives

- Using knowledge
- Inquiring and designing
- Processing and evaluating
- Reflecting on the impacts of Science

Technology

- Currently under review
- New guide and TSM to be published 2014
- Review is being conducted in an online forum and the final face-to-face meeting to take place in November 2011
- Piloting of the new guide begins in July 2012

Technology

Draft objectives

- A. Inquiring and analysing
- B. Developing ideas
- C. Realizing the solution
- D. Evaluating

New prescribed minimum tasks

- Design project (A-D)
- Design and make (B and C)
- Product/systems case study (A and D)

Technology

Building continuum pathways

- Explicit use of command terms
- Making explicit the pathways from MYP Technology to:
 - Computer Science
 - Design Technology

MYP skills framework

- A tool to assist skill progression and development
 - Supports ATL for MYP Technology
- 

Technology

Subject group name change

- The name for the subject group is being considered.
- Many difficulties for schools who equate ‘technology’ as ‘computers’.
- Compounded by the use of the term ‘computer technology’.
- To move away from this misconception, a simple name change, in-line with the nature of the course would instantly change this misconception for the better.

~~Technology~~ Design

- The suggested subject group name change is: **Design:**
 - “the art or action of conceiving of and producing a plan or drawing of something before it is made” (Oxford Dictionaries Online, 2010)

Feedback is requested on the name change from “**MYP Technology**” to “**MYP Design**”

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Technology

Please check the OCC:

- MYP Technology development report
- MYP Technology Teacher Support Materials (TSM) – additional samples
- MYP Technology and ICT clarification

Mathematics

- New guide for use from September 2011 (northern hemisphere)
- Published in Jan 2011

General documents

+ -	6 document/s
Guide (For use from September 2011 or January 2012)	 
Guide (For use from January 2008 or September 2008)	 
دليل الرياضيات (Mathematics guide in Arabic, for use from September 2011 or January 2012)	
Second-language Acquisition and Mother-tongue Development: A guide for schools	
Personal project teacher support material – additional sample projects for use until December 2011	
Teacher support material (For use from September 2011 or January 2012)	

- New TSM to accompany the guide

Mathematics

- Currently under review as part of *MYP: The next chapter* project
- New guide and TSM to be published 2014
- Review is being conducted in an online forum with face-to-face meetings to take place in 2012
- Piloting of the new guide begins in July 2012

MYP coordinator's notes

Do you read them?

What information or news will you find there?

- MYP statistics and graphs
 - Updates on *MYP: The next chapter*
 - Updates on Curriculum review
 - New MYP publications
 - Changes and addendums, and more!
- The next *MYP coordinator's notes* published in November 2011
 - Released bi-annually: May and November

Keep up to date

follow us on
twitter



You can find and post messages about the MYP using:

@IBMYP

For instant updates and MYP news

MYP commercial publications

- Mathematics Taskbank – now available
- Language A Taskbank – now available
- Sciences Taskbank – now available
- MYP Interact (French version) – early 2012
- Online Humanities Taskbank – 2012 [date TBC]
- Online Language B Taskbank – 2012 [date TBC]
- MYP Inquire – May 2012
- MYP Learning skills: ATL (student and teacher editions) – September 2012
- MYP Assess (French version) – 2012/2013



MYP: The next chapter

The IB is reviewing the design of the MYP by 2014, aiming to provide 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 will create an innovative, concept-based and appropriately assessed programme for 11-16 year olds that fully reflects the IB principles of teaching and learning.

Heleen Tims

Global Head of School Services, MYP

MYP: The next chapter

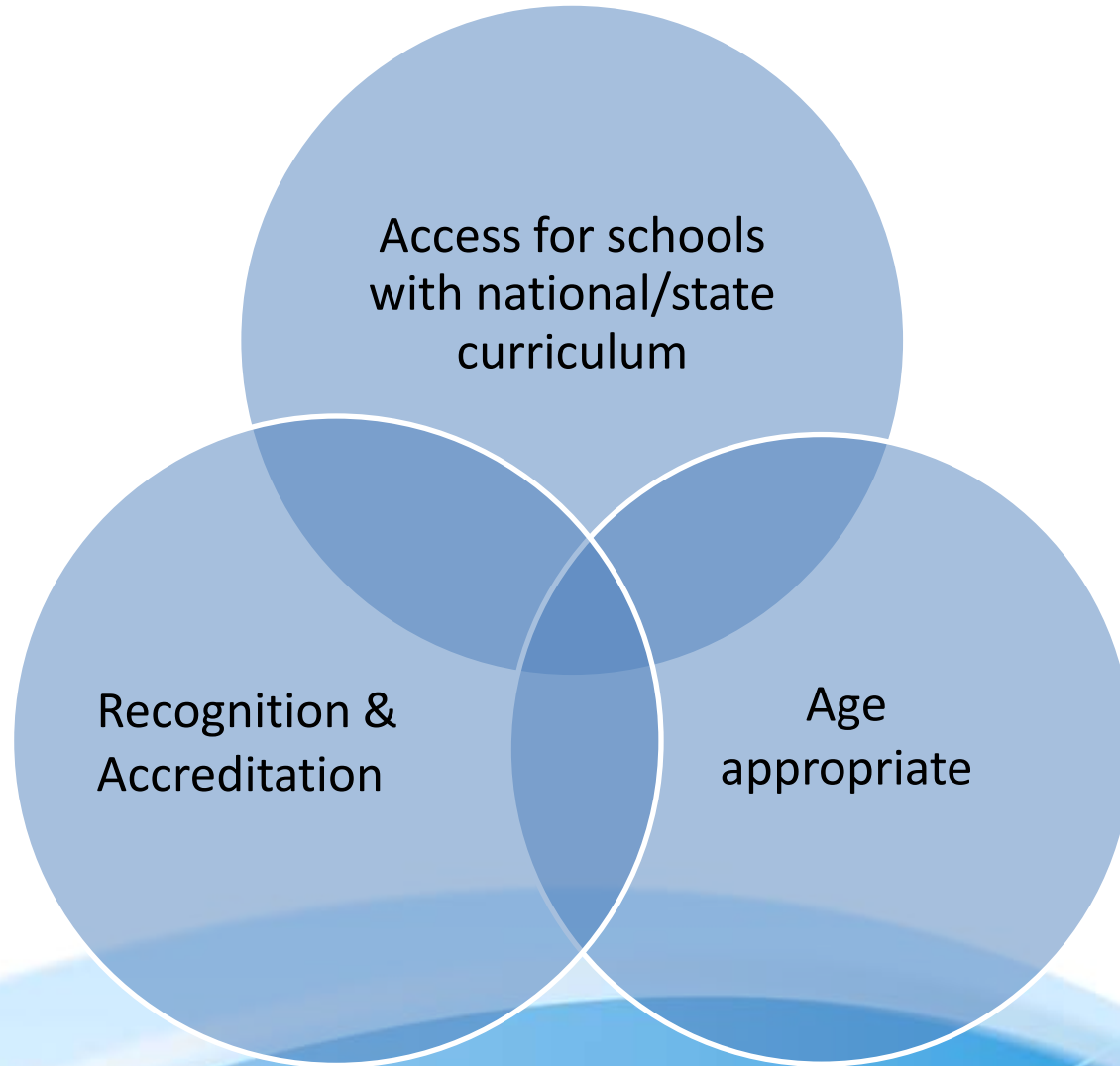
Involving schools

Communicating the changes

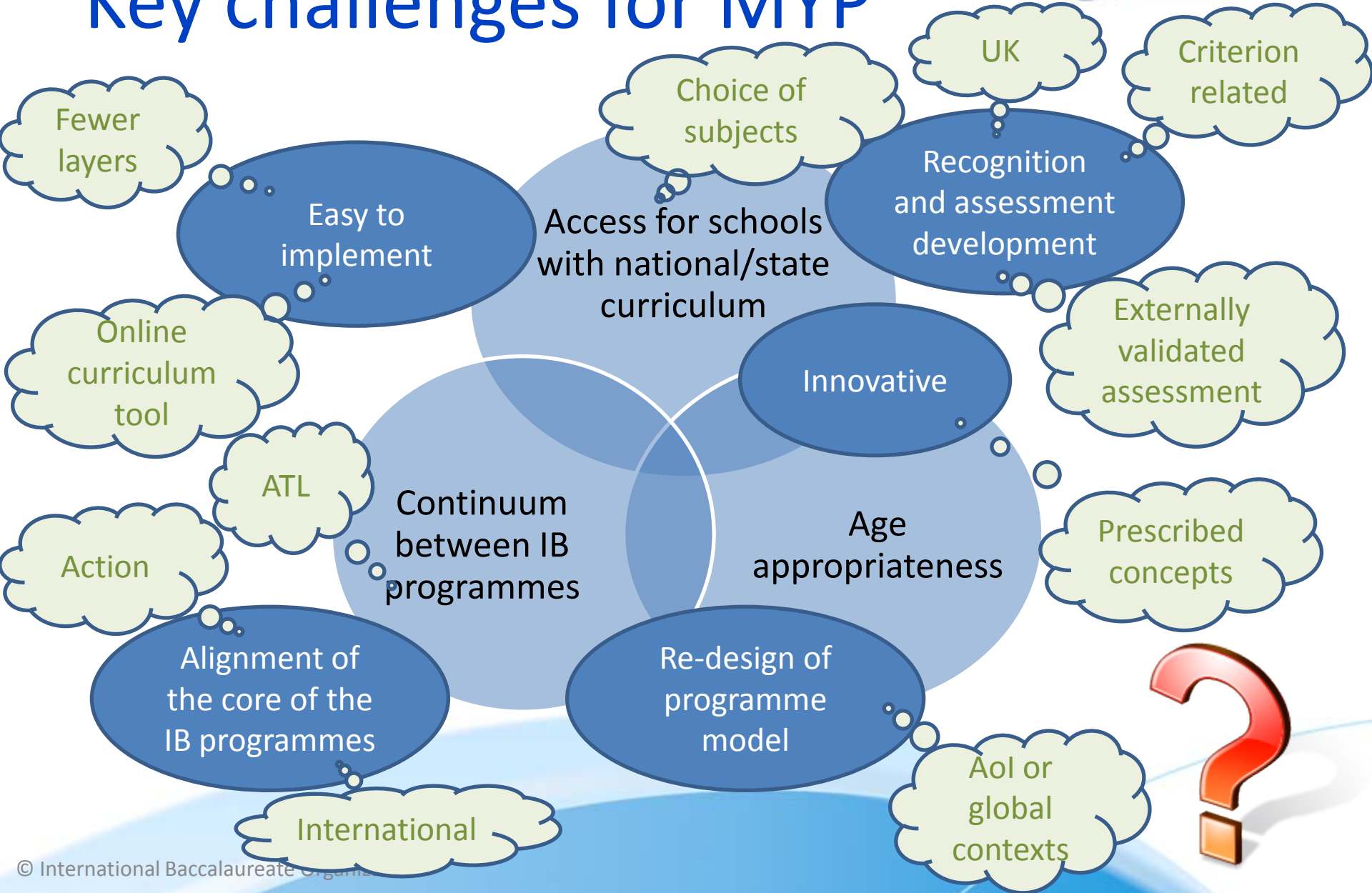
Transition process

- Candidate schools
- Interested schools
- IB World schools going through evaluation

Key challenges for MYP



Key challenges for MYP



Curriculum developments – so far...

- Working with Lynn Erickson to develop the curriculum framework proposal for the second meeting
- Planning timeline to develop guides by 2014
- Decision to publish no more guides or TSMs after 2012 until the launch of *MYP: the next chapter* suite of documents
- Gathering feedback through:
 - a) Surveying schools
 - b) School visits and in conferences
 - c) Informal feedback received from a range of stakeholders including MYP & DP students

Contextual learning

- Areas of interaction will become ‘global contexts’
- Aol’s are seen by some as restrictive
- Clear explanations of exactly what is meant by a global context in our documentation
- A key aim of global contexts will be that they lead to principled action

Conceptual framework

- **Key concepts**
 - Transcend the disciplines
 - Disciplines do not have to use all of the key concepts
 - Subject guides will provide direction on the most appropriate key concepts
- **Related concepts**
 - Discipline-based
 - Related to the key concepts
 - For example in sciences:
Change: energy, adaptation, transformation, time, place, perspectives

Approaches to learning

- Much stronger emphasis
- Related to command terms
- Divided into 8 skills areas:
 - Organization
 - Collaboration
 - Communication
 - Information literacy
 - Reflection
 - Thinking
 - Transfer
 - Metacognition - new area
- Not subject specific, but guides will include subject specific examples

Assessment developments

The Vision

1. Easy to understand for students, teachers and parents
2. Clear and easy to apply for teachers
3. Rigorous

Internal assessment

- All subjects will have four (4) criteria
- Command terms will be used to define levels in all subjects
- Mandated interim criteria and objectives
- Common criteria will be aligned across subjects where applicable

External assessment

- Optional concept based summative examination
 - Electronic
 - Criterion-related
- Disciplinary examination and overarching interdisciplinary exam
- Examinations based on key concepts, may be developed around global issues
- Disciplinary questions based around a concept, culminating in an interdisciplinary exam
- Weighting of the interdisciplinary exam will be greater than subjects.

MYP assessment in 2015

Year 3/4:

Culminating task
where school
finishes
at Yr3-4



Year 5:

Mandatory:

- moderation of Personal Project

Optional:

- summative assessment
- monitoring



Subject choice

- MYP remains an octagon
- Students may have subject choice in years 4 and 5 of the programme
 - Minimum of 6 subjects
 - Language B mandatory for all students in all years
- Pilot schemes for student subject choice will begin in Aug/Sept 2011, directed by school services

Heather Lapper

IBAEM MYP School Services Manager

Andrew Mitchell

IBAEM MYP Associate School Services Manager

Subject choice

- IBAEM: Piloting in schools started August 2011
 - Turkey: 5 schools signed agreement
 - UK: 4 schools signed agreement (2012), one school invited
 - Finland: 3 schools invited
- Other regions
 - IBAP: Australia, Malaysia and Hong Kong schools invited
 - IBA: USA and Canada (French medium) schools invited, Latin America (in selection process)

Pre-populated online planning tool

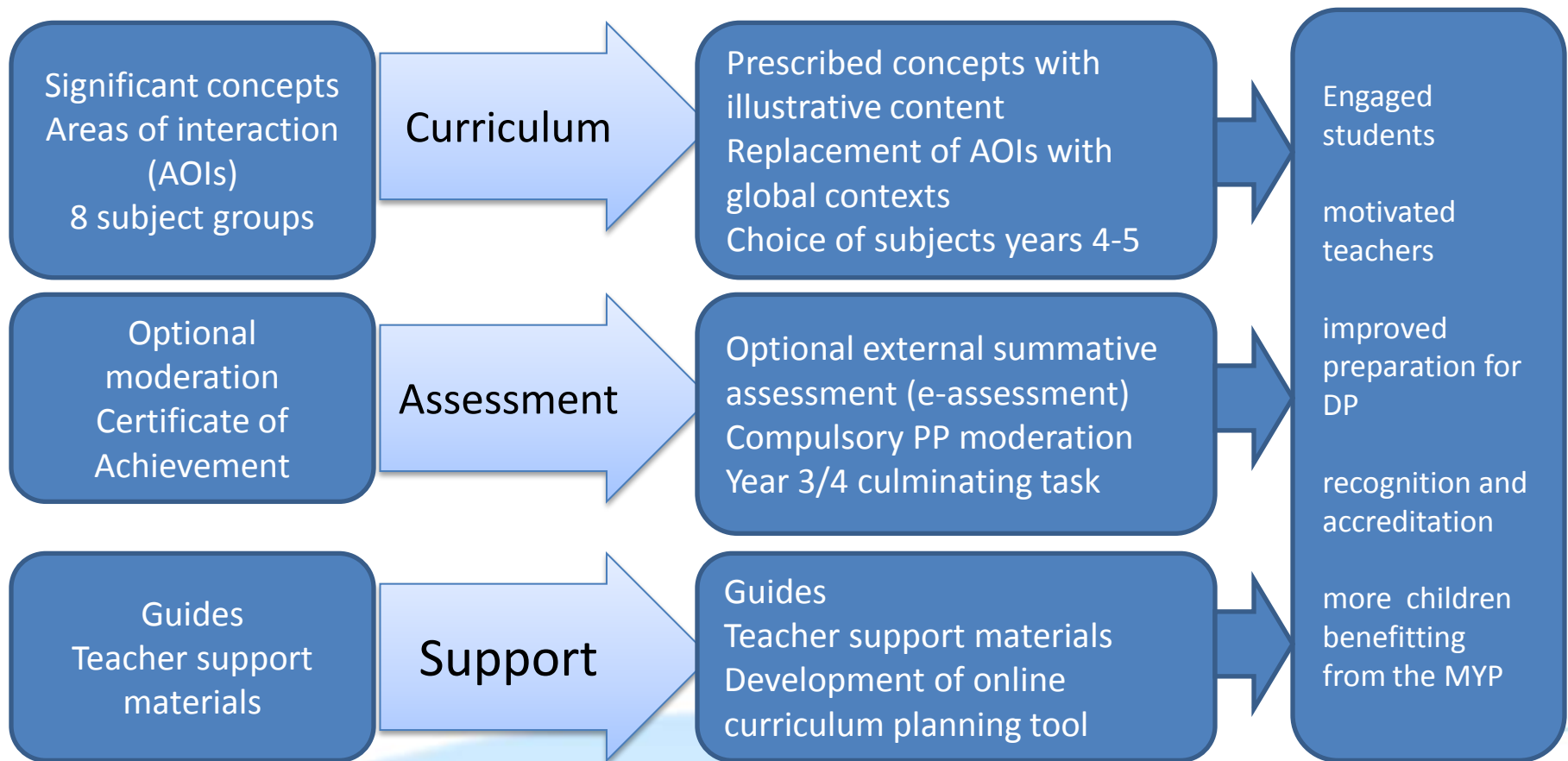
Initial exploration of potential vendors

Examples:

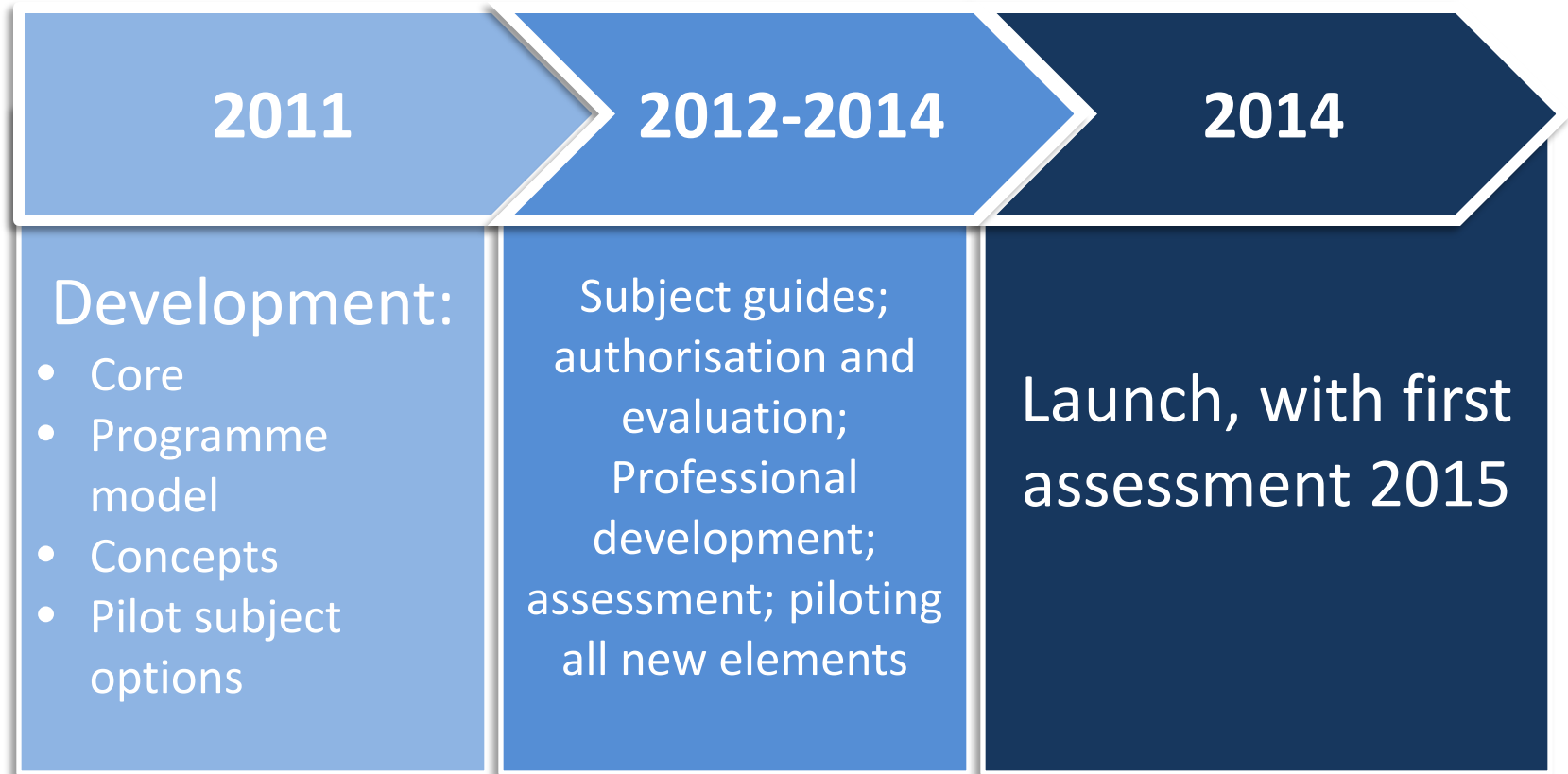
<http://www.mondrianwall.com/>

<http://managebac.com/>

Summary of key developments



Timeline



MYP: The next chapter

If schools are interested in learning about the proposed changes discussed above, books that have informed the discussions so far include:

- Tomlinson, C. A., Kaplan, S. N., Renzulli, J. S., Purcell, J. H., Leppien, J. H., Burns, D. E., Strickland, C. A., & Imbeau, M. B. (2008). *The Parallel Curriculum: A design to develop learner potential and challenge advanced learners (2nd edition)*. Thousand Oaks, CA: Corwin Press.
- Erickson, HL. *Stirring the Head, Heart, and Soul: Redefining Curriculum, Instruction, and Concept-based Learning*, c. 2008, Corwin Press Pub
- Willingham, D. (2009). *Why don't students like school: A cognitive scientist answers questions about how the mind works and what it means for the classroom*. San Francisco, CA: Jossey-Bass.

MYP: The next chapter

- Tomlinson, C. & McTighe, J. (2006). *Integrating differentiated instruction and understanding by design*. Alexandria, VA: ASCD.
- National Research Council. (2000). *How people learn: Brain, mind, experience and school*. Washington, DC: National Academy Press.

If you have any questions about this review or any suggestions, please contact

ibid@ibo.org

Discussion

How do you feel about these developments?

Are you excited? Optimistic?

Are we missing something?

