



IB CONFERENCE
OF THE AMERICAS 2013
NEW ORLEANS 18th - 21st JULY



International Baccalaureate®
Baccalauréat International
Bachillerato Internacional

Leonard Cohen

Planning your PD for the MYP Next chapter and beyond...



“There is a crack in everything; that’s how the light gets in,” Leonard Cohen.

Stanley Burgoyne

Head of Professional Development, MYP
IB Americas global centre

Kate Kuhn

Global Professional Development
Coordinator

Why change?

Better for students. . .

easier for teachers. . .

more flexible for schools

- Clear curriculum requirements, less restriction
- Prescribed elements, with opportunities for multiple approaches
- Global community of practice

Session Goals:

In this session we will discuss...

External Professional Development Opportunities

Upcoming and updated MYP workshops that will provide additional support.

Internal Professional Development Opportunities

Things you can do now at your school to prepare for MYP: Next chapter changes.

“Extra! Extra! Read all about it!”

MYP: Next chapter changes



What concerns you about the changes to the MYP?

In a moment, I will play a song . When the song begins, jot down words or create visuals on sticky notes to capture as many concerns, fears, or emotions that come to mind when you think of the changes to come in the MYP.



If change makes you feel like this...





... don't worry!

The image shows five stacks of lined paper in different colors: purple, blue, pink, yellow, and green. They are arranged in a fan-like pattern on a light blue background. The text "Share out!" is centered over the pink stack.

Share out!

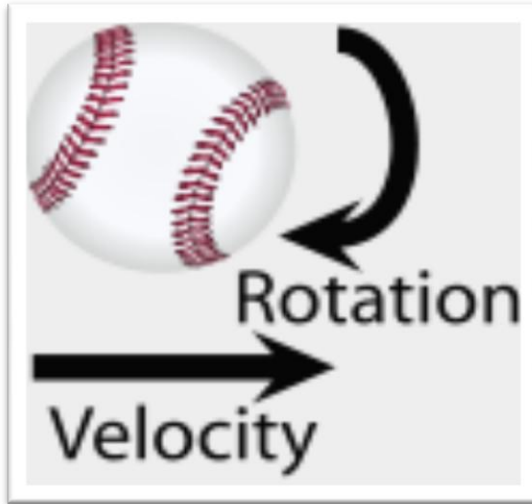
Communicating change



How do we transmit information?

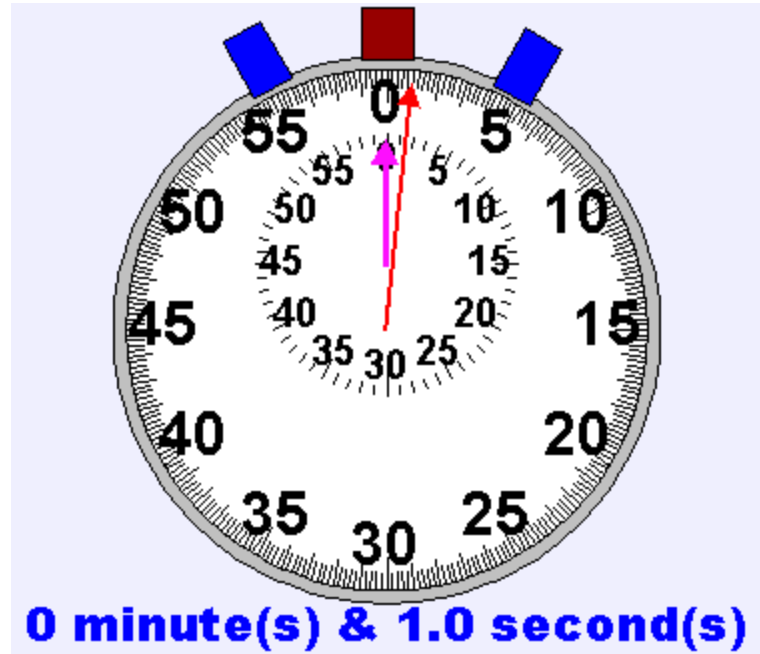
How can we collectively make the transition smoother?

No curve balls!



**On message - Change over time -
Manageable chunks - Empathy**

Change over time...



It's not a sprint!

Coordinator support meetings - Regional round tables - Department meetings - Faculty meetings - Dedicated professional development days - Coordinator support meetings - Regional round tables - Department meetings - Faculty meetings - Dedicated professional development days - Coordinator support meetings - Regional round tables - Department meetings - Faculty meetings - Dedicated professional development days - Coordinator support meetings - Regional round tables -

Let's begin with **Internal** **Professional Development** **Opportunities**

Department meetings - Faculty meetings - Dedicated professional development days - Coordinator support meetings - Regional round tables - Department meetings - Faculty meetings - Dedicated professional development days - Coordinator support meetings - Regional round tables - Department meetings - Faculty meetings

Internal Professional Development: What you can do now...

- Critically assess changes underway and reflect upon implications
- Identify opportunities and **methods to communicate changes**
- Anticipate possible challenges when transmitting changes and suggest strategies for overcoming them

2013 MYP coordinators' role in the transition to MYP: next chapter

- Share *Development Report* (August OCC) to help teachers understand that the transition is **structured**
- Share *Milestones for schools and Transition document* (December OCC)
- Plan (budget) for teachers to attend category 1 and 2 workshops and send some staff to new category 3 offerings
- Update **internal presentations** and activities to align with the latest developments

MYP 2014 and beyond

New MYP curriculum framework and requirements first teaching **September 2014**

First eAssessments available **May-June 2015** for a selected disciplines (onscreen exams)

MYP certification / records of achievement through moderation in **2014** and **2015**

IB MYP course results and **IB MYP certificate** available in **2016** with eAssessment (on-screen exams and ePortfolios)

Registration of all students on IBIS and **moderation** for the **personal project** for **June 2016** session

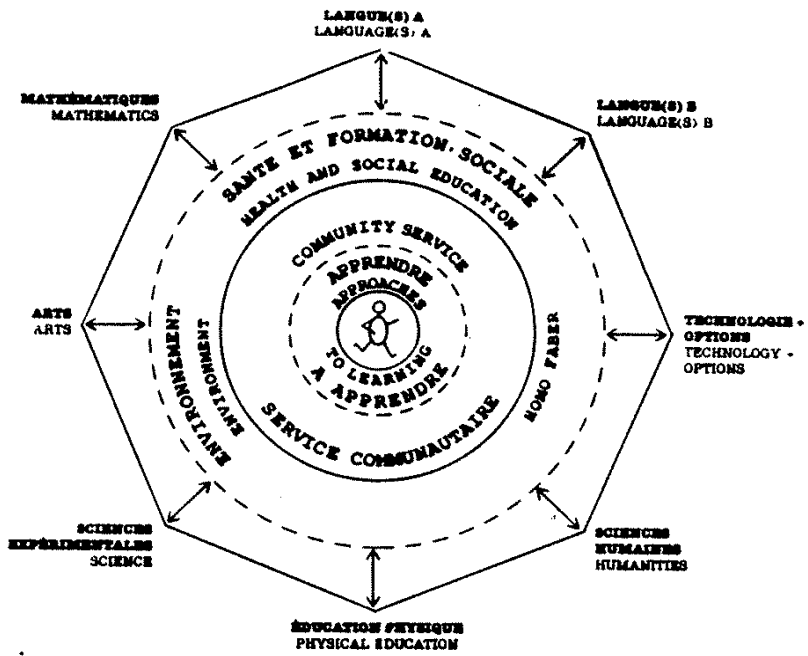
Changes in the MYP: Activities to communicate changes

Quick Wins for Staff Development

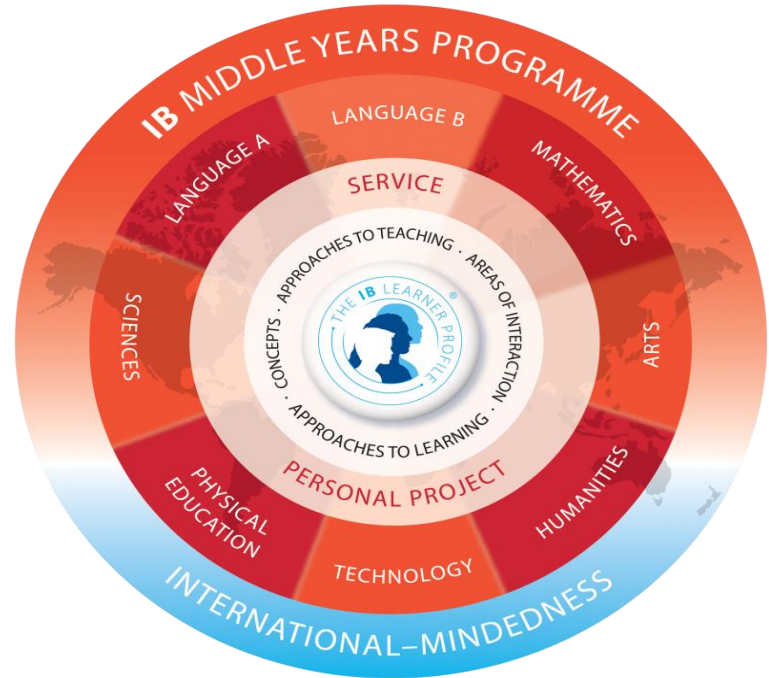
1. What's in a name? [change: subject titles]
2. The third dimension [change: key concepts]
3. What's different (ish)? [change: AOI to global contexts]

Quick Win #1

What's in a name?

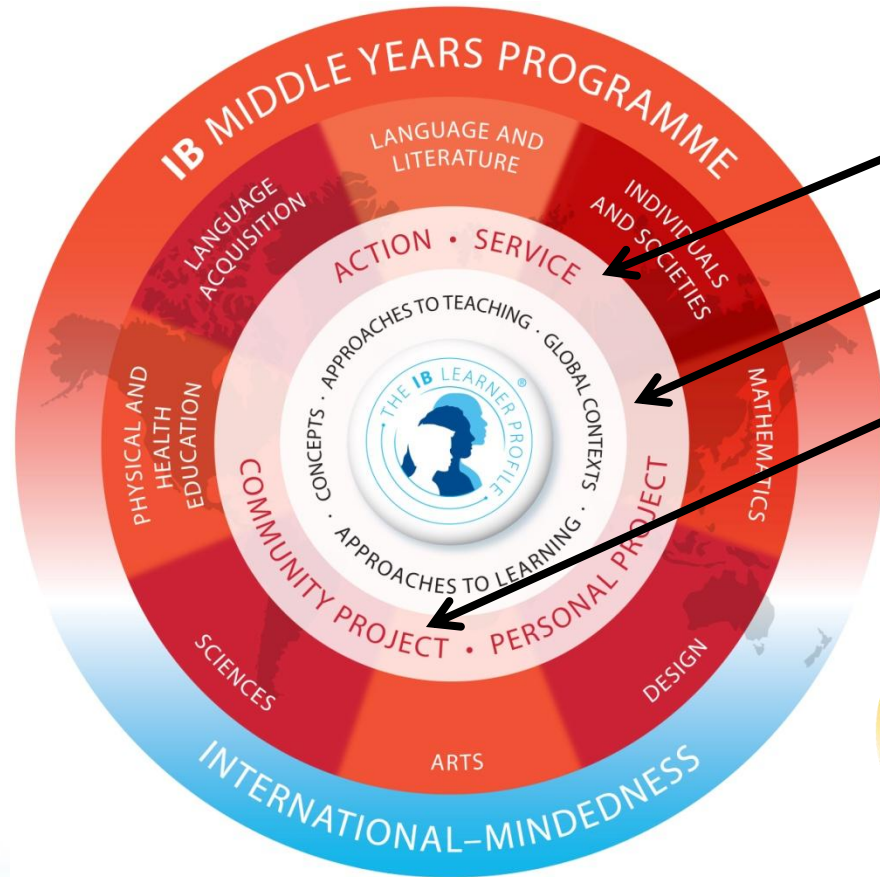


That was then...



This is now...

Coming soon!

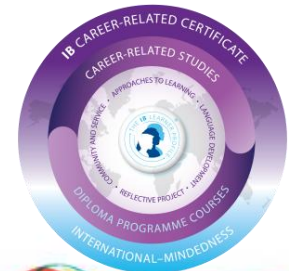


service as action

global contexts

community project

subject alignment



First teaching September 2014



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MYP: next chapter review

Changes to subject groups



Current MYP

Mathematics

Arts

Sciences

Personal Project

Language A

Language B

Humanities

Technology

Physical Education

MYP (first teaching September 2014)

Language and literature

Language acquisition

Individuals and societies

Design

Physical and health education

Mathematics

Arts

Sciences

MYP projects

Inter-disciplinary

Quick Win

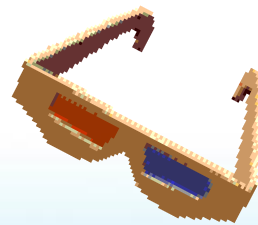
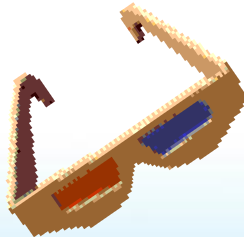
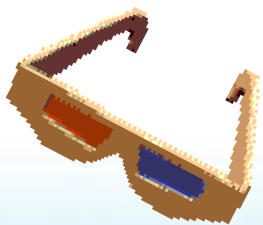
#1: What's in a name?

- Imagine you are organizing a “Back to school” night at your school and you need to create a map showing where the 8 subject group teachers will be located.
- Refer to the 2014 programme model in your handout.
- As I call out a typical course (grades 6-8), respond with the correct MYP subject group.
- Suggested use: Open house planning.

Quick Win #2

The third dimension

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.



Visually thinking ...

**Traditional 2D
curriculum is:**

Facts X Skills



**MYP 3D
curriculum is**

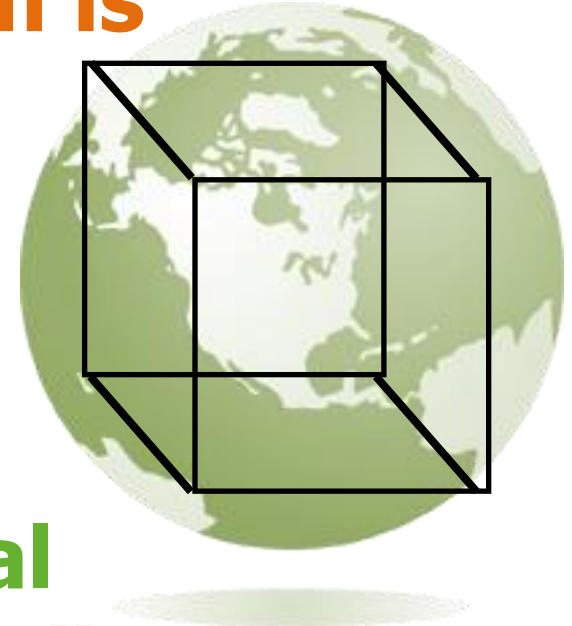
Facts

X

Skills

X

**Conceptual
Understanding**



set in global contexts

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.”



Quick Win

#2: The third dimension

- Refer to the Key concept chart in your handouts as you look at the following images. Identify concepts that come to mind with each image and be ready to share.
- Suggested use: Faculty or department meeting to open the school year.

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



27/195

Bruegel Merlem











Game changer: unit planning

Understanding that related concepts:

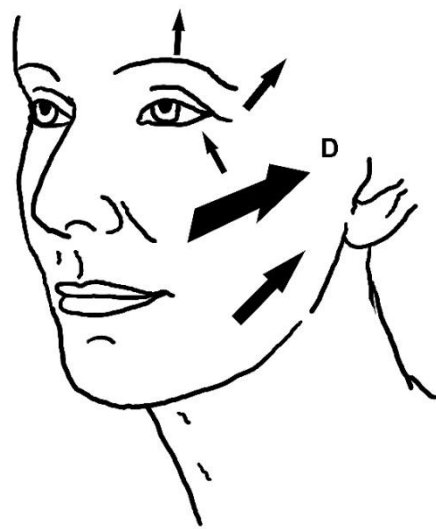
- are discipline-specific
- are still broad
- provide focus and depth to subject specific content



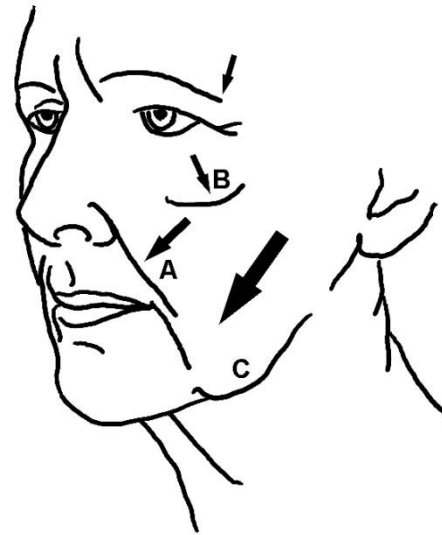
Subject group	Sample related concepts
Language and literature	character, theme, genre
Language acquisition	word choice, accent, idiom, voice
Individuals and societies	globalization, power, sustainability
Sciences	energy, transformation, evidence
Mathematics	measurement, pattern, representation
Arts	composition,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

Quick Win #3

MYP unit planning “facelift” – What’s different (ish)?



After



Before

An overview of changes in the unit plan

Inquiry: establishing the purpose of the unit

- key and related concepts
- global contexts
- statement of inquiry
- inquiry questions
- subject group objectives
- summative assessment
- approaches to learning

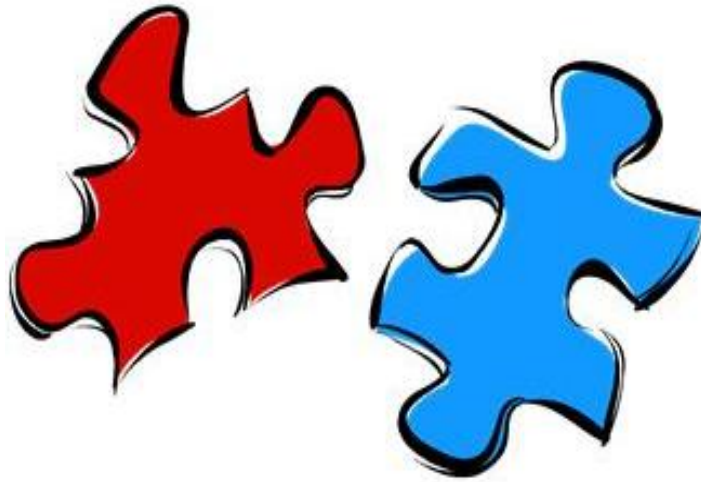
Before and after: MYP unit planning

BEFORE: Integrate significant concept, area of interaction and unit question

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



Global contexts



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

Igniting student inquiry

MYP global contexts

identities and relationships

dimensions of space and time

personal and cultural expression

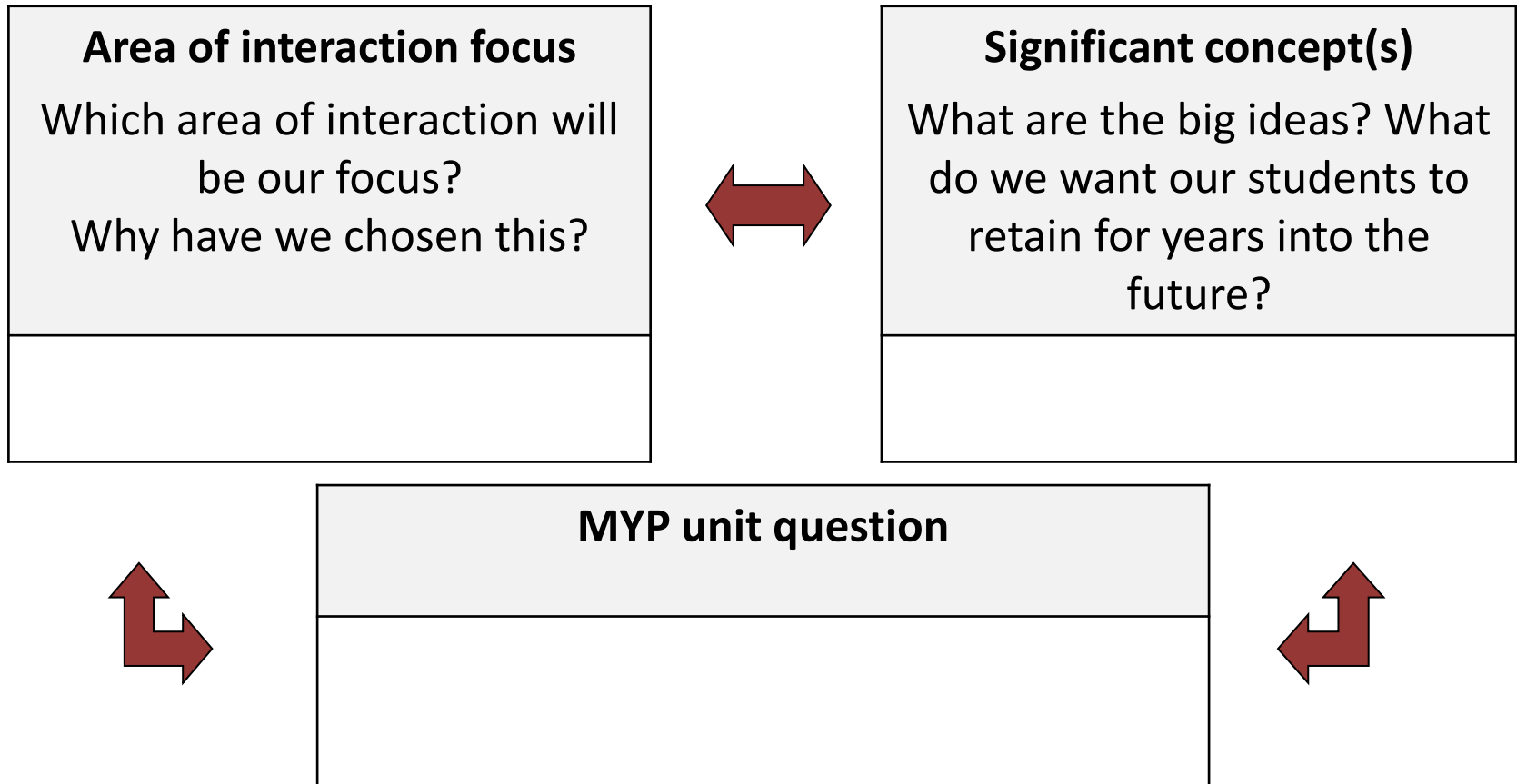
scientific and technical innovation

globalization and sustainability

fairness and development

Stage 1:

Integrate significant concept, area of interaction and unit question



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.

MYP Unit Planner

– planned publication December 2013

MYP unit planner

Teacher(s)		Subject group and discipline	
Unit title		MYP year	Unit duration (hrs)

INQUIRY: establishing purpose of the unit

Key concept	Related concept(s)	Global context
Key concept	Related concepts	Global context
Statement of inquiry		
Inquiry questions Factual – Conceptual – Debatable – <div style="text-align: center;">Inquiry questions</div>		

Managing assessment in the MYP - Understanding the MYP - Inquiry in the MYP - MYP Assessment trilogy - MYP projects - Living the learner profile - Approaches to learning in the MYP - Global contexts for teaching and learning - Delivering the MYP curriculum - Implementing the MYP curriculum - Managing assessment in the MYP - Understanding the MYP - Inquiry in the MYP - MYP Assessment trilogy - MYP projects - Living the learner profile - Approaches to learning in the MYP - Global contexts for teaching and learning - Delivering the MYP curriculum - Implementing the MYP

What about **External** Professional Development Opportunities?

curriculum - Managing assessment in the MYP - Understanding the MYP - Inquiry in the MYP - MYP Assessment trilogy - MYP projects - Living the learner profile - Approaches to learning in the MYP - Global contexts for teaching and learning - Delivering the MYP curriculum - Implementing the MYP curriculum - Managing assessment in the MYP - Understanding the MYP - Inquiry in the MYP

Upcoming 2014 MYP workshops



Implementing the MYP curriculum [Cat 1]

Heads of school/MYP coordinators and subject-group teachers from candidate schools and schools interested in implementing the MYP should enrol in a category 1 workshop in their particular area. Every MYP category 1 workshop explores the philosophical, pedagogical and administrative implications of the IB programme to assist participants as they prepare for their verification visit.

Arts
Individuals and societies
Language and literature
Language acquisition
Mathematics

Physical and health education
Sciences
Design
Heads of Schools/MYP coordinators

Delivering the MYP curriculum [Cat 2]

Category 2 workshops provide a forum for more experienced MYP school leaders and subject-group teachers to collaborate and reflect on strategies to enhance the ongoing implementation of the programme by all members of the school community. Participants will explore how the written, taught and assessed curriculum engages students to address the challenges of our changing world in the 21st century.

Arts
Individuals and societies
Language and literature
Language acquisition
Mathematics

Physical and health education
Sciences
Design
Heads of Schools/MYP coordinators

Subject-specific seminars [Cat 3]

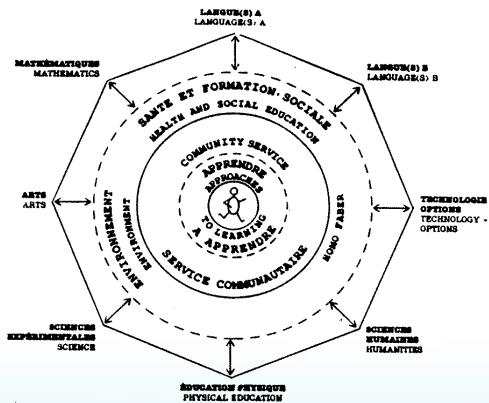
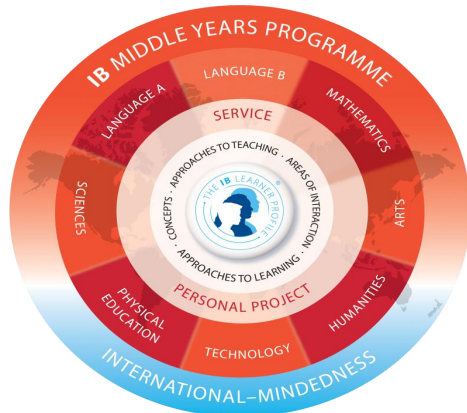
Regional Subject Specific Seminars
with specially trained IBEN
workshop leaders supported by IB
programme development staff.

Managing assessment in the MYP [Cat 3]

“Experience hands on the role of 21st Century teaching and learning in their **assessments** and look to the future model of MYP e-assessment utilizing concept based teaching and learning models of instruction.”

Understanding the MYP [Cat 3]

“This workshop is designed to provide MYP educators’ with an in-depth understanding of MYP in the present and future, inviting them to undertake a critical analysis of practices at their schools in the light of recent **developments** that have taken place in the programme as a result of the project: **MYP: Next chapter.**”



Inquiry in the MYP [Cat 3]

“This workshop is a deep dive into the MYP framework that will provide participants with the opportunity to engage in and evaluate a gamut of **inquiry models** that are foremost in the constructivist, 21st Century classroom and are a ready fit for the MYP.”



Inquiry Learning

MYP Assessment Trilogy [Cat 3]

1. **Dynamics** of authentic assessments for 21st-century learners
2. **Designing** authentic assessments for 21st-century learners
3. **Differentiating** authentic assessments for 21st-century learners

MYP projects [Cat 3]

“Participants will explore the different components of the personal project to gain an understanding of the process involved in successfully completing a personal project.”



Living the learner profile [Cat 3]

“This Category 3 workshop will focus on the development of EQ – or emotional intelligence – both in the classroom and within the teacher-leader in the IB school. It will introduce participants to the **framework of resonant teaching** to create experiences of kindness, compassion, mindfulness and playfulness.”



Approaches to learning in the MYP [Cat 3]

“During this workshop, participants will be introduced to the framework of cognitive, metacognitive and affective skills that make up ATL and will experience how **ATL skills** can be taught and how inquiry-based lessons can be designed within the **unit plan structure** to manifest the required skills.”

Global contexts for teaching and learning [Cat 3]



“Learn how to create teaching and learning communities in which students can increase their understanding of language and culture, and become more **globally engaged.**”

MYP and the Common Core: Literacy & Mathematics

“Participants will dissect the **standards** and explore how elements of the MYP already deliver on their requirements. Participants will investigate the **types of assessments** suggested by the CCSSM and then design their own assessments that satisfy the rigor and **contextual learning** necessitated by the CCSSM.”



Watch this space for eAssessments

2013 –Development and trial of initial onscreen examination tasks

2014 –Development and publication of eAssessment blueprints and specimen tasks

March 2015 –Recognition process begins

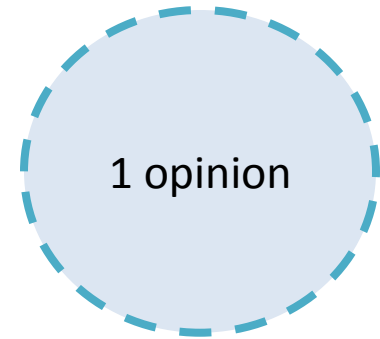
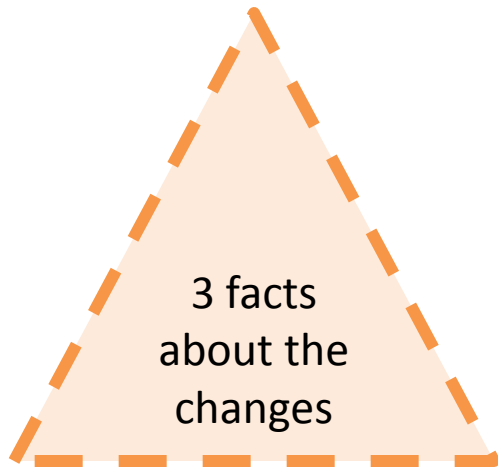
June 2015 –First eAssessments (five subjects)

September 2015 –*Guide to MYP eAssessment*

June 2016 - eAssessments available that lead to IB MYP certificate



Delivering changes



Win-win solutions: the rules

Look under your chair to see if you have a rule of engagement taped to the bottom of your seat.



Change generates challenges and opportunities

- Show empathy toward those who face change
- Support effective teaching and learning
- Foster collaboration and collegiality
- Encourage innovation and risk taking
- Promote international mindedness and intercultural understanding
- Facilitate reflection and professional learning
- Lobby key staff to impact and influence



The only way to make sense out of change is to plunge into it, move with it, and join the dance,” Alan Watts.





**Final reflections:
Are you happy?**

