

MYP: Meeting requirements in Challenging Circumstances – June 2020

In challenging circumstances and times, well-being remains the focus and priority for all learning and teaching in the MYP. We realise that schools may be dealing with physical and logistical challenges, and uncertainty around delivering the programme as intended. This may mean that the MYP in your school looks and feels different than under normal circumstances. We would like to reassure schools that programme requirements can be met in flexible ways, and to provide guidance on possible ways forward.

Requirement question: How can students complete service as action and the community project while physical distancing procedures are in place?

Response:

While physical distancing protocols limit the kinds of action that students can undertake, there are still many ways that they can work towards the learning outcomes for service. Many MYP students already engage in advocacy and awareness-raising, which do not require close physical contact. Moreover, the current context has highlighted a range of opportunities for principled action that could be meaningful for MYP students. For example:

- Indirect service: Students collaborate remotely to create a podcast to sensitize fellow students on how to take care of their physical and mental well-being during the Covid19 crisis.
- Advocacy
 - Based on a unit of world literature previously studied, students collaborate remotely to write about a blog on a social issue. Students should be encouraged to interpret the literature work they have studied from multiple perspectives e.g. gender lens, social class lens etc.
 - Students can partner with youth organizations and influencers to design social and behavioural change communications with appropriate messaging targeting different communities and groups.
 - Virtual or F2F discussions to questions and unpack issues related to gender, race, well-being. All participants must recognize the importance of creating safe spaces for engaging in civil discourse.
- Public service announcements
 - Students can work collaboratively to create posters for the virtual or physical classroom wall to sensitize/create awareness in fellow students/ school community on matters pertaining to BLM/BAME issues, sustainable solutions, practical measures to prevent the spread of infectious diseases e.g Covid19
- Virtual visits

- Students can have virtual visits to discover new places. They then do some research about these new places and articles to inform and educate their peers.

Consider that self-isolation and physical distancing measures are actions taken by individuals in the interest of public health. While students haven't necessarily chosen to take these actions, there is an extent to which they chose to comply with local regulations. Either way, students have had to make changes in their daily lives in order to protect themselves, their families and others. This can be a powerful starting point for exploring some of the service as action learning outcomes.

Requirement question: How can we address objectives, and assess criteria, that require special facilities or equipment?

Response:

Some of the subject-specific objectives are typically addressed in specialized facilities, which may not be accessible. In general, schools have two options: adjust the sequence of units and tasks so that activities requiring specific facilities are undertaken when the school re-opens, or adapt the units and tasks for the mode of teaching and learning that you will be using. Here are some subject-specific suggestions:

Sciences: criteria B and C can be assessed in separate tasks, but there is a requirement for them to be completed together at least once per year in the context of a full experiment. If circumstances make that impossible, students may design an experiment that they do not carry out to meet criterion B, and teachers may provide data and details of an experiment that has already been carried out for students to analyse and evaluate for criterion C. If possible, this should be done in the context of the same investigation.

Arts: In many cases MYP students study more than one arts discipline each school year; the programme requirement is that each criterion be assessed twice per subject group, not per discipline within the group; if circumstances prevent schools from addressing all objectives in each discipline, teachers may wish to consider addressing arts objectives holistically as a subject group rather than by discipline.

In some cases it may be appropriate to adjust assessment tasks in a similar way to the adjustment made to the [Partially completed unit planner for the May 2020 session](#). The updated partially completed unit planner can be found on the PRC in the "Current session material" sub-section of the eAssessment section of the MYP arts page.

Physical and health education: The use of facilities, as well as the range of activities that can be used to demonstrate the criteria, will be limited in both remote learning contexts and in school with social-distancing measures. Students may be assessed primarily in the context of individual activities. When evaluating performance, this may be done for themselves, or another athlete.

Design: The use of some design equipment may be limited in both remote learning contexts and in school with physical-distancing measures in place. There is a requirement that students go through all stages of the design cycle (and, therefore, all criteria) in the context of a single design project. To allow this to happen, it may be appropriate to widen the scope of what may normally be worked on in a design discipline. Furthermore, teachers might consider spreading a

design project over a longer amount time, so students might later have access to required resources. They might also begin the cycle at criterion D, evaluating a design solution that has already been created before moving through A, B and C.

Requirement question: We will not be able to complete all the assessments we had planned. How can we report student achievement?

Response:

It is not an MYP requirement to report a final 1-7 grade. It is not an MYP requirement to provide a written report. MYP: From principles into practice (p.93) mentions three different reporting formats, (report cards, parent conferences and student-led conferences), while recognizing that other formats are also possible and acceptable. It is not an MYP requirement to report annually. The frequency of reports is not specified; the requirement is “to communicate student achievement in each subject group to parents at regular intervals” (p. 92). If a school has been closed, it is reasonable to expect that the normal reporting cycle would change. MYP: From principles into practice states “In addition to providing data on student achievement as measured by MYP criteria, schools may consider reporting on other elements of the MYP” (p.93). A suggestion is that schools consider whether it is more beneficial to report on student development of skills from the affective skill cluster rather than academic achievements during the transition back to school.

Requirement question: Do we have to implement the new Language Acquisition and Mathematics guides in September 2020?

Response:

Revised guides for Mathematics and Language Acquisition are now available for use from September 2020; however, schools may continue to use the 2014 guides for the 2020-2021 school year.

- Teaching and learning for students preparing for eAssessment in November 2020, May 2021 and November 2021 **must** be based on the 2014 guides. The first eAssessments based on the 2020 guides is planned for 2022
- All Professional Development workshops for Mathematics and Language Acquisition are now based on the new guides.

Requirement question: Will new guides be introduced in 2021?

Response:

Yes. Revised guides for the MYP Personal Project and Interdisciplinary Teaching and Learning will be published early in 2021 for use from September 2021. The major changes are summarized in the Curriculum Development Reports which are now available on the PRC. Schools *may* use these reports to begin preparing to implement the new guides; however, schools are **not** expected to use the new guides until September 2021 (or January 2022, in the Southern Hemisphere)

Requirement question: Is it still necessary to offer both performing and visual arts in years 1-3?

Response:

The IB firmly believes that a rich arts course is an essential part of a broad and balanced MYP curriculum and therefore it is strongly recommended that all students engage in both a visual and a performing art. The forthcoming changes to MYP arts objectives are designed to encourage greater engagement in the arts for all students, for example by making it possible for students to elect whether to create or to perform art. The key objective of the changes is to increase participation in and enjoyment of the arts. Teachers and school leadership are best placed to determine how best to meet this objective in their context; if the school's context is such that it is not possible to provide high quality, coherent courses in both a visual and a performing art, then schools will have the flexibility to provide only a visual or a performing art.

While the new guide is not scheduled for first teaching until August/September 2022, removal of the requirement for schools to provide a course in both a visual and a performing art is effective immediately.

Arts requirement question: Can schools make this change immediately?

Response:

Yes. School leadership teams are best-placed to determine what is in the best interests of their students and the rest of the school community and when and how to effect any changes. There is no requirement to contact the IB to make a change to current course offerings.

Arts requirement question: What are the implications of this change for interested and candidate schools?

Response:

Candidate schools will no longer be required to develop an MYP programme which includes both a visual and performing arts discipline in MYP years 1-3; the IB continues to support the offering of a balanced arts curriculum in these years. Matters to be addressed which have been issued in this area will be rescinded.

Further information on the logistical details associated with this change will be forthcoming from the Development and authorization teams.

Arts requirement question: What are the implications of this change for IB World Schools that have a matter to be addressed for this requirement?

Response:

IB World Schools will no longer be required to develop an MYP programme which includes both a visual and performing arts discipline in MYP years 1-3; the IB continues to support the offering

of a balanced arts curriculum in these years. Matters to be addressed which have been issued in this area will be rescinded.

Schools may contact their IBWS manager for support with implementation questions.