



Workshop for parents  
Thursday- September 2<sup>nd</sup>  
ZOOM SESSION

Sep 2021



To get you thinking.....

What do you already know about the MYP....

# What are people saying about the MYP?

*"The MYP's thoughtful, multi-faceted curriculum framework aligns with our school's core values: international mindedness, academic integrity and service. In the wider community, the MYP helps to sustain inquiry into our common humanity and shared guardianship of the planet."*

**Dr. Aloha Lavina, MYP Principal, Concordian International School, Bangkok, Thailand**

*"... It allows students to explore their passions and do something powerful with it. It involves third or fourth level thinking where students really have to go beyond the surface and dig deeper into more abstract and conceptual thinking. ..."*

**Dr Vincent Chian, Principal of Fairview International School, Malaysia**

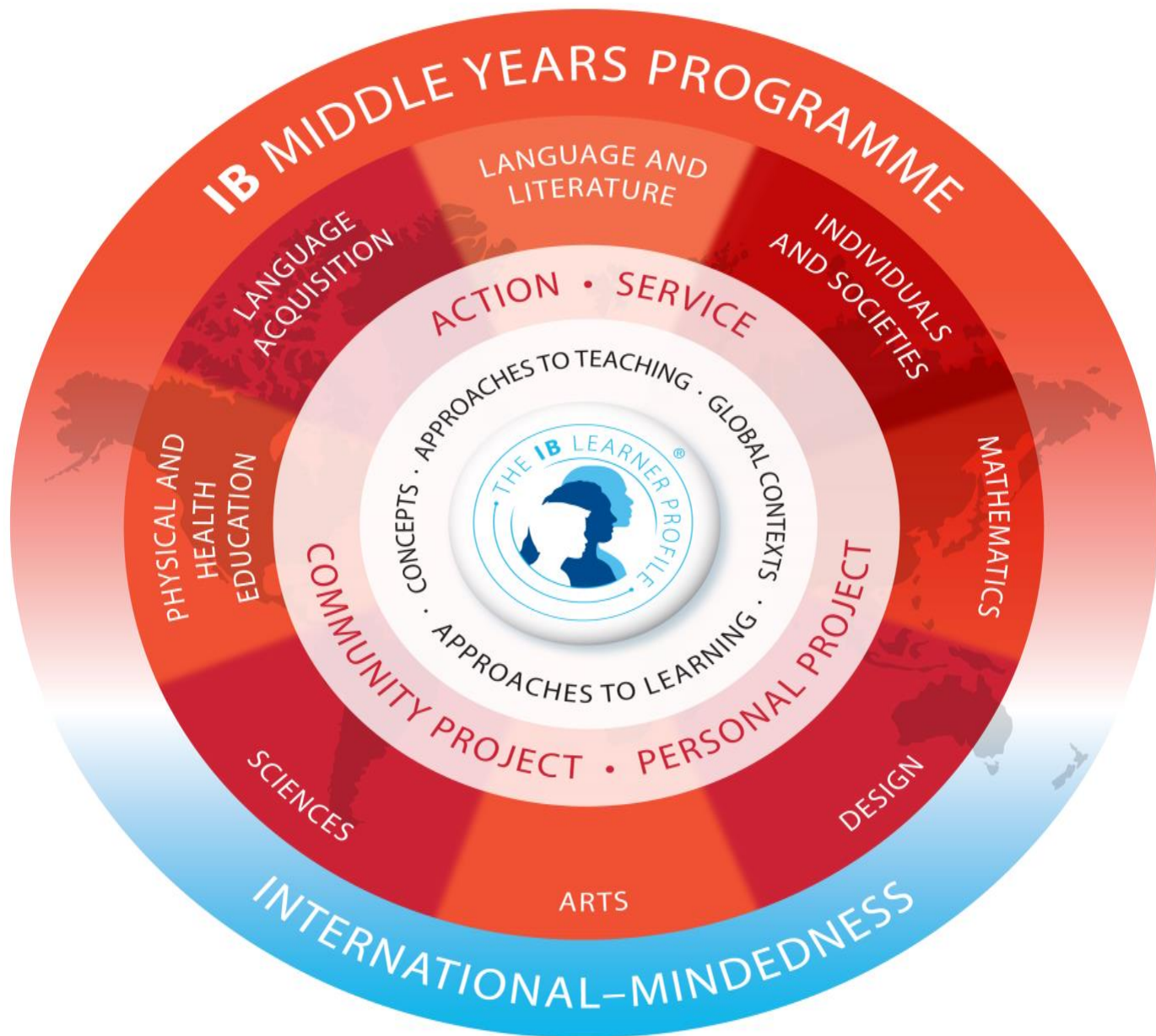
*"... Our parents are excited because students are becoming well-rounded and they're getting that classic liberal arts-minded education..."*

**Dr. John Waller, director, secondary curriculum and special programs, Marietta City Schools, USA.**

# Why the Middle Years programme?

Parents who want the best possible education for their children choose the MYP because it includes:

- rigorous learning objectives
- a student-centred approach to teaching
- international perspectives
- concern for the whole child
- sustained teaching and learning in more than one language
- a focus on learning how to learn
- the development of flexible thinking that prepares students to evaluate information critically and apply knowledge in complex, unfamiliar situations.



# The **IB** Learner Profile



# Key Concepts

A concept is a big idea—a principle or conception that is enduring, the significance of which goes beyond aspects such as particular origins, subject matter or place in time (Wiggins and McTighe 1998).

## Communities

*Communities are groups that exist in proximity defined by space, time or relationship. Communities include, for example, groups of people sharing particular characteristics, beliefs or values as well as groups of interdependent organisms living together in a specific habitat.*

## Time, space and place

*The intrinsically linked concept of time, space and place refers to the absolute or relative position of people, objects and ideas. Time, place and space focuses on how we construct and use our understanding of location ("where" and "when").*

## Identity

*Identity is the state or fact of being the same. It refers to the particular features that define individuals, groups, things, eras, places, symbols and styles. Identity can be observed, or it can be constructed, asserted and shaped by external and internal influences.*

## Creativity

*Creativity is the process of generating novel ideas and considering existing ideas from new perspectives. Creativity includes the ability to recognize the value of ideas when developing innovative responses to problems; it may be evident in process as well as outcomes, products or solutions.*

## Aesthetics

*Aesthetics deals with the characteristics, creation, meaning and perception of beauty and taste. The study of aesthetics develops skills for the critical appreciation and analysis of art, culture and nature.*

## Systems

*Systems are sets of interacting or interdependent components. Systems provide structure and order in human, natural and built environments. Systems can be static or dynamic, simple or complex.*

## Culture

*Culture encompasses a range of learned and shared beliefs, values, interests, attitudes, products, ways of knowing and patterns of behaviour created by human communities. The concept of culture is dynamic and organic.*

## Change

*Change is a conversion, transformation or movement from one form, state or value to another. Inquiry into the concept of change involves understanding and evaluating causes, processes and consequences.*

## Relationships

*Relationships are the connections and associations between properties, objects, people and ideas—including the human community's connections with the world in which we live.*

## Global interactions

*Global interactions, as a concept, focuses on the connections among individuals and communities, as well as their relationships with built and natural environments, from the perspective of the world as a whole.*

## Communication

*Communication is the exchange or transfer of signals, facts, ideas and symbols. It requires a sender, a message and an intended receiver. Communication involves the activity of conveying information or meaning. Effective communication requires a common "language" (which may be written, spoken or non-verbal).*

## Perspective

*Perspective is the position from which we observe situations, objects, facts, ideas and opinions. Perspective may be associated with individuals, groups, cultures or disciplines. Different perspectives often lead to multiple representations and interpretations.*

## Connections

*Connections are links, bonds and relationships among people, objects, organisms or ideas.*

## Logic

*Logic is a method of reasoning and a system of principles used to build arguments and reach conclusions.*

## Development

*Development is the act or process of growth, progress or evolution, sometimes through iterative improvements.*

## Form

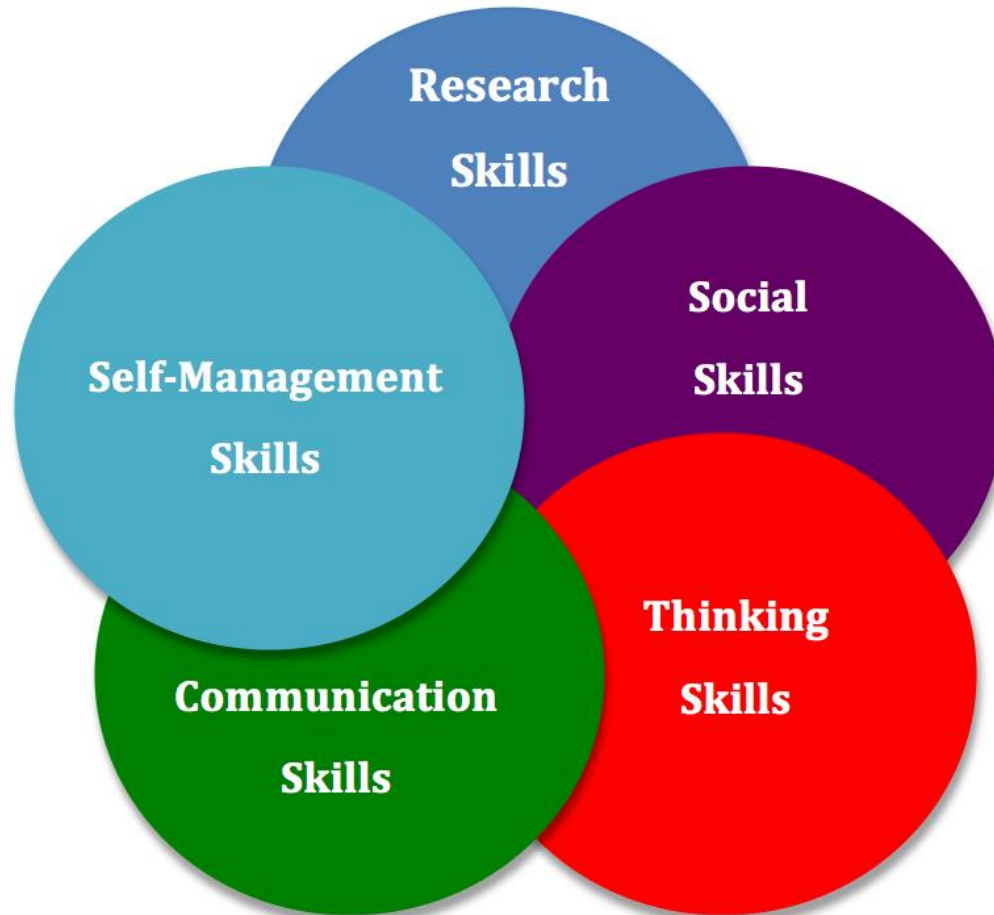
*Form is the shape and underlying structure of an entity or piece of work, including its organization, essential nature and external appearance.*

# GLOBAL CONTEXTS





# Approaches to Learning Skills



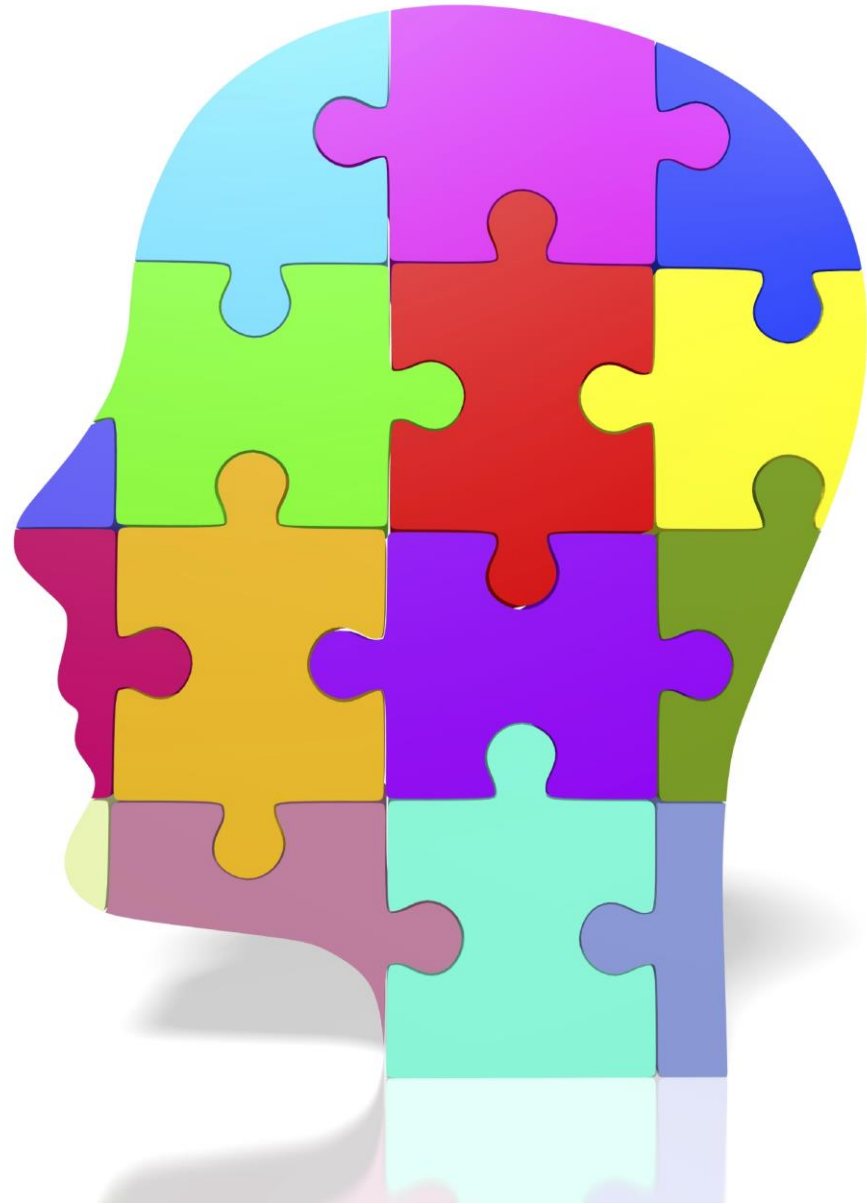
## MYP unit planner

Teacher(s)		Subject and discipline	Individuals and Societies/Geography		
Unit title	The language of geography	MYP year	1	Unit duration (hrs)	30

### *Inquiry: Establishing the purpose of the unit*

Key concept	Related concept(s)	Global Context
Time, place and space	Causality Communication Symbols and scale	Orientation in time and place.
Statement of inquiry		
People use symbols to communicate changes in time, place and space.		
Inquiry questions		
Factual- How is human society connected to the natural world? Conceptual – How can we describe where we are? How can we ‘write’ geography? Debatable – Are symbols important?		

In the MYP **interdisciplinary learning** is defined as the process by which students come to understand knowledge and ways of thinking from two or more disciplines or subject groups to create a new integrated understanding.





## Service as Action

Using the curriculum, students are guided to take actions that can serve their community



# Projects



- **G8 – Community Project**
- **G9 /10 – Personal Project**




# The Role of the Library

Research Databases:  
JSTOR, Britannica  
School, Science Today  
and more



Help with Academic  
Honesty in the MYP



Information and Media  
Literacy



Encourage reading for  
personal growth

# MYP Subjects

**At the IAA we do:**

**Both Arabic and English  
Language and Literature**

**Arabic and Spanish  
Language Acquisition**

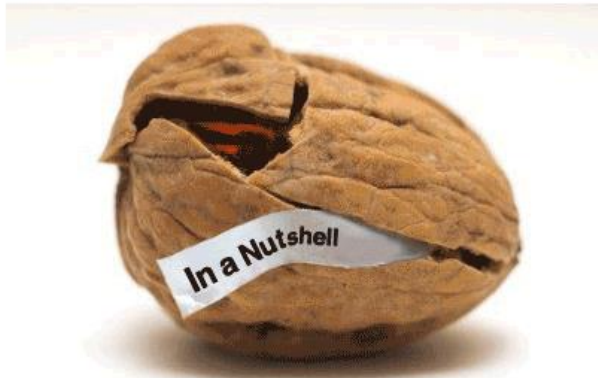
**Arabic and English  
Individuals and Societies**

**From G9 – discrete or  
integrated sciences**

**Visual Art, Music and Drama**



## In a nutshell...



- **MYP is about inquiry-based learning using big ideas**
- **It is not about memorizing content**
- **As a teacher you need to find ways to get students to “unpack” these ideas in the classroom.**