

# MYP introductory workshop: Launching the MYP Process Journal



*School Name(s)*

Text

*Location*

*Workshop Date*

# Launching the MYP

## One Day In-school Workshop

### Content

#### Working agreements

##### Session 1: MYP Philosophy

- Compass points
- Mission statement
- IB learner profile
- See-Think-Wonder: Programme model
- Reflection: Connect-Extend-Challenge

#### BREAK

##### Session 2: MYP unit planning

- Subject group aims
- MYP unit planner
  - Key concepts
  - Related concepts
  - Conceptual understanding
  - Global contexts and explorations
  - Statement of inquiry
- Reflection: I used to think..now I think..

#### LUNCH

##### Session 3: MYP assessment

- Subject group objectives
- Subject group criteria
- Explore authentic assessment
- Authentic assessment for your unit

#### BREAK

##### Session 4: MYP classroom

- Practicing the standards
- The inquiry cycle
- Teaching and learning through inquiry
- Putting it together
- Reflection



## Working agreements:

- Step up
- Make space
- Listen to learn
- Assume the best intent
- It's all about the students
- Have fun

## Session 1: MYP Philosophy

Compass Points: Visible thinking routine



**North:** What do you already **kNow** about the IB MYP?

**East:** What **Excites** you about about implementing the IB MYP at your school?

**West:** What do you **Wonder** about implementing the IB MYP at your school?

**South:** What **Support** (documents and/or individuals) do you know you can refer to when you have questions?

## IB Mission Statement & MYP

For reference, you can find the IB mission statement at the front of your subject guide. Jot down key words from each paragraph. Create questions using the key words. See the examples on the slide.

IB Mission Statement Key words	Questions from my key words

Email your questions to a colleague and ask for a response that includes their ideas to help you continue to explore answers to your own questions, *within a two-week time period.*

# Who is an IB learner?

**Inquirer**

**Knowledgeable**

**Thinkers**

**Communicator**

**Principled**

**Open-minded**

**Caring**

**Risk-taker**

**Balanced**

**Reflective**



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## The IB learner profile

You can find the Learner Profile descriptors found at the front of your subject guide.

In your IB learner profile groups:

- discuss how the attribute you were assigned contributes to furthering the IB mission
- create a **visual or symbol** that represents your assigned attribute and how it aligns with the IB mission
- share and explain your visual with the group
- post on walls

## SEE-THINK-WONDER: The Programme model

Look at the MYP programme model on the power point slide to complete the thinking routine

SEE	THINK	WONDER

### Reflection: What matters in an IB education?

Use your learning from this session to inform your answer to this question.

- IB Mission
- IB Learner profile attributes
- IB Middle years programme model

## CONNECT- EXTEND - CHALLENGE

**Connect:** How does what matters in an *IB* education *connect* to your current beliefs about what matters in a *good* education?

**Extend:** How does what matters in an *IB* education *extend* your current beliefs about what matters in a *good* education?

**Challenge:** How does what matters in an *IB* education *challenge* your current beliefs about what matters in a *good* education?

# Session 2: MYP unit planning

What's our aim?

Subject group aims	Example	Course name



## A concept-based curriculum

### Key concepts

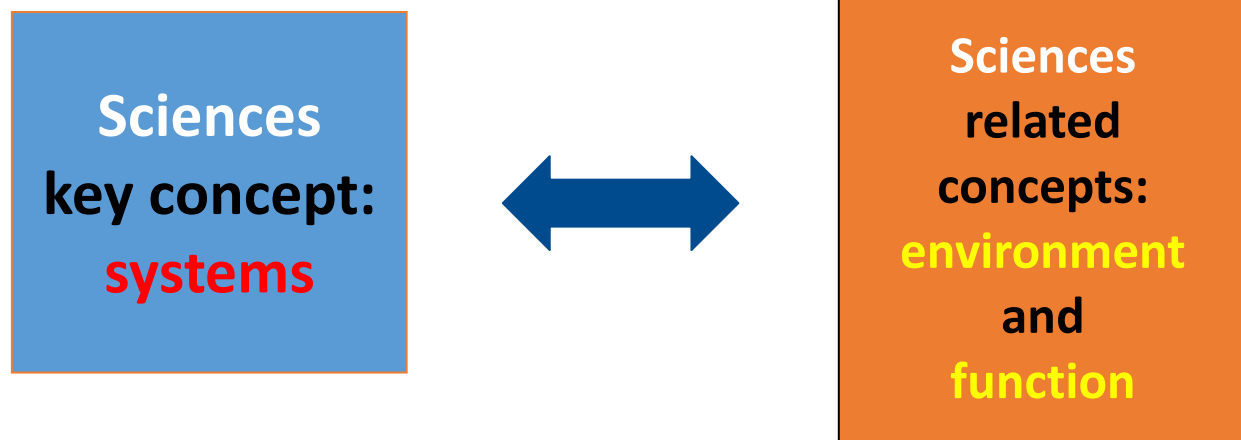
Aesthetics	Change	Communication	Communities
Connections	Creativity	Culture	Development
Form	Global interactions	Identity	Logic
Perspective	Relationships	Time, place and space	Systems



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### Developing a conceptual understanding



Conceptual understanding: **Environment** may impact the **function** of **systems**.

**C  
O  
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E  
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T**



**C  
O  
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## Constructing a statement of inquiry

Conceptual  
Understanding

**Environment** may impact the **function** of **systems**.  
(conceptual understanding)

+

Orientation in time & space –  
(frequency & variability)

Global context  
exploration

=

**Frequency and variability** of the **environment** may  
impact how a **system** **functions**.

Statement of inquiry

## Reflection: I used to think...now I think...

Concept-driven, contextualized teaching and learning	
I used to think....	Now I think....

## Session 3: MYP assessment

### Investigating the subject group objectives and their strands

Find the objectives and their strands in your subject group guides. Next to each objective strand write the letters **K**, **U**, **S**, or **A**; choosing the one that you feel best identifies the strand. (You may use more than one!)

K = knowledge

U = understanding

S = skills

A = attitudes

### Subject group criteria

1. **Individually**: read MYP year 1, 3, or 5 assessment criteria, or *one* MYP phase level criteria (1,2,3,4,5,6) from Language acquisition.

2. **At table groups**: discuss the following questions:

*What do these criteria mean for your practice?*

*What do you see that is similar to how you currently assess student learning?*

### What is authentic assessment?

At table groups: use the ideas inherent in the slide to craft a definition of authentic assessment to share

*Example: A particular kind of learning experience (authentic assessment)—one that encourages flexible thinking with knowledge in novel situations. They become “understanding performances” when students are asked to use information deliberately to advance a new understanding. Performances of understanding allow students both to build and demonstrate their understanding in and across subjects. They are based on the theory that understanding is not something we have—like a set of facts we possess—but rather is something we can do. (pg. 114 Fpip)*

## Making assessment authentic

### Subject group exploration:

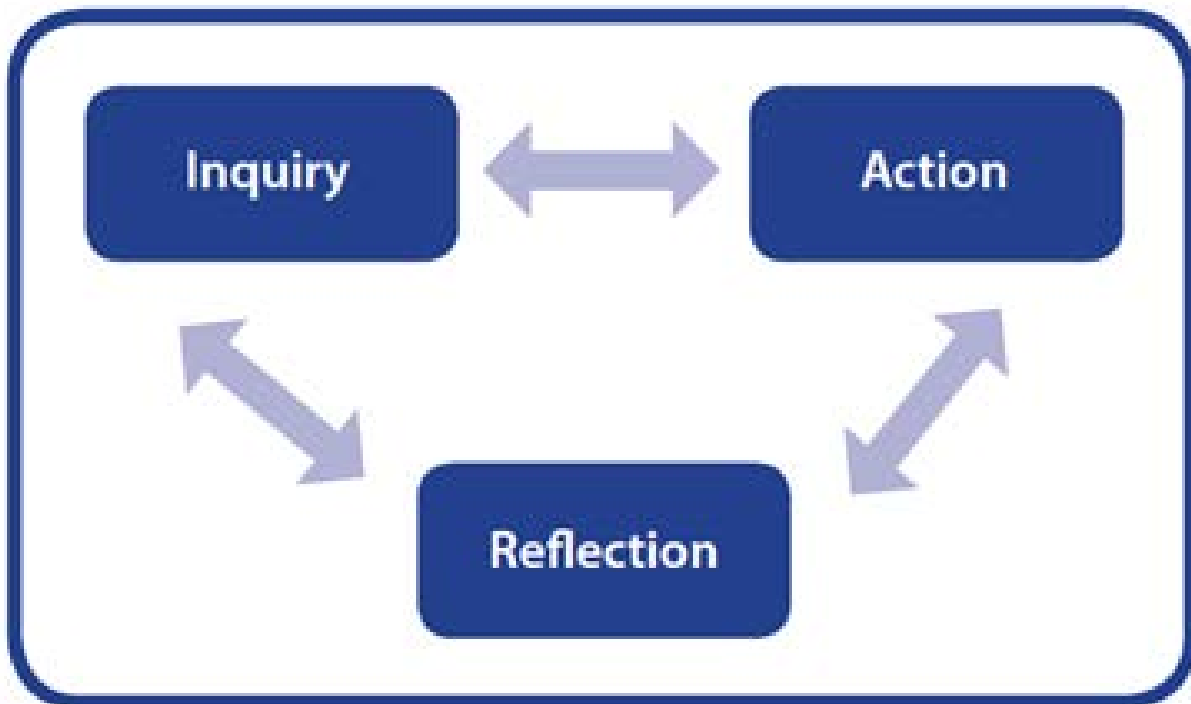
- **Review** the statement of inquiry you previously developed
- **Choose** a MYP year level/phase criterion from your subject group guide
- **Think** about different authentic summative assessment tasks (minimum of 3) that may allow your students to:
  - **show their understanding of the concepts and global context exploration as stated in your statement of inquiry (transfer their understanding!)**
  - **demonstrate achievement against at least one of the strands of the chosen criterion**
- **Write** the criterion name (*A: Knowing and understanding*) and list the three summative assessment tasks on your unit

## Session 4: MYP classroom

### The standards

Which practice in which standard did your group choose as significant and why?

### The inquiry cycle



**Individually:** read your assigned section of the inquiry cycle

**At your table group:**

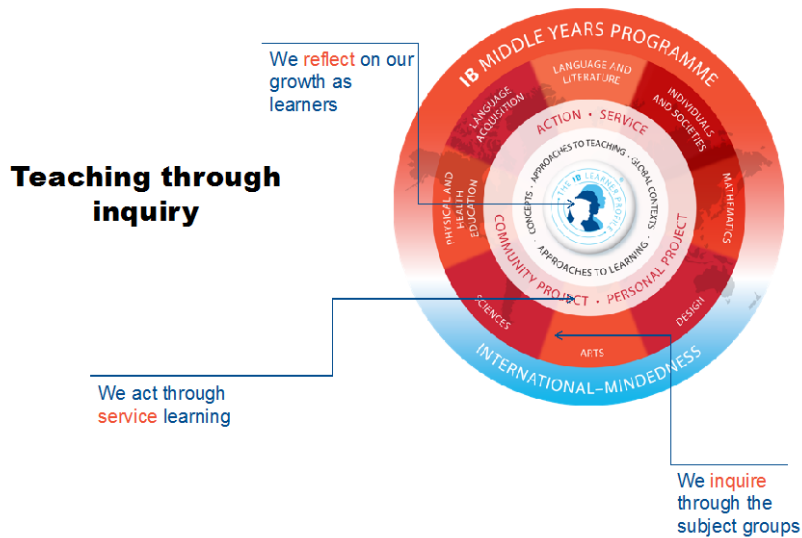
- discuss what this might look like in the classroom
- share descriptions of your findings with the whole group

# The structure of the unit planner

## Three parts:

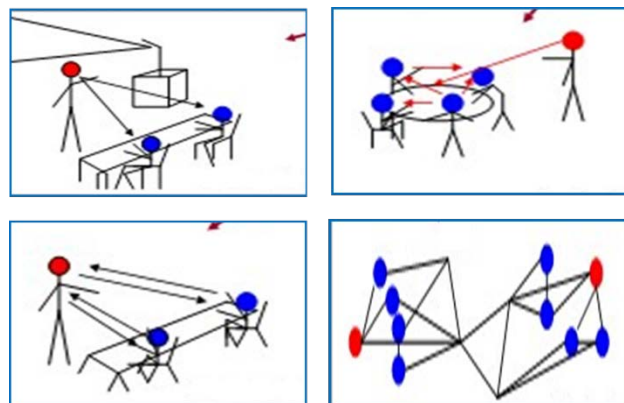
1. **Inquiry:** Establishing the purpose of the unit
2. **Action:** Teaching and learning through inquiry
3. **Reflection:** Considering the planning, process and impact of the inquiry

## Teaching through inquiry



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## Putting it together

Watch the video for evidence of:

- Student-centred teaching and learning
- Student driven inquiry
- Use of knowledge and skills developed in the unit



## Reflection: What's your direction?



- Individually **review** your group compass point directional thoughts (N, S, E, W) from session 1.
- Add or change **any** of your own directional thoughts based on what you think and know now.
- Choose** one of your **new** directional thoughts to share

