

What is the MYP?

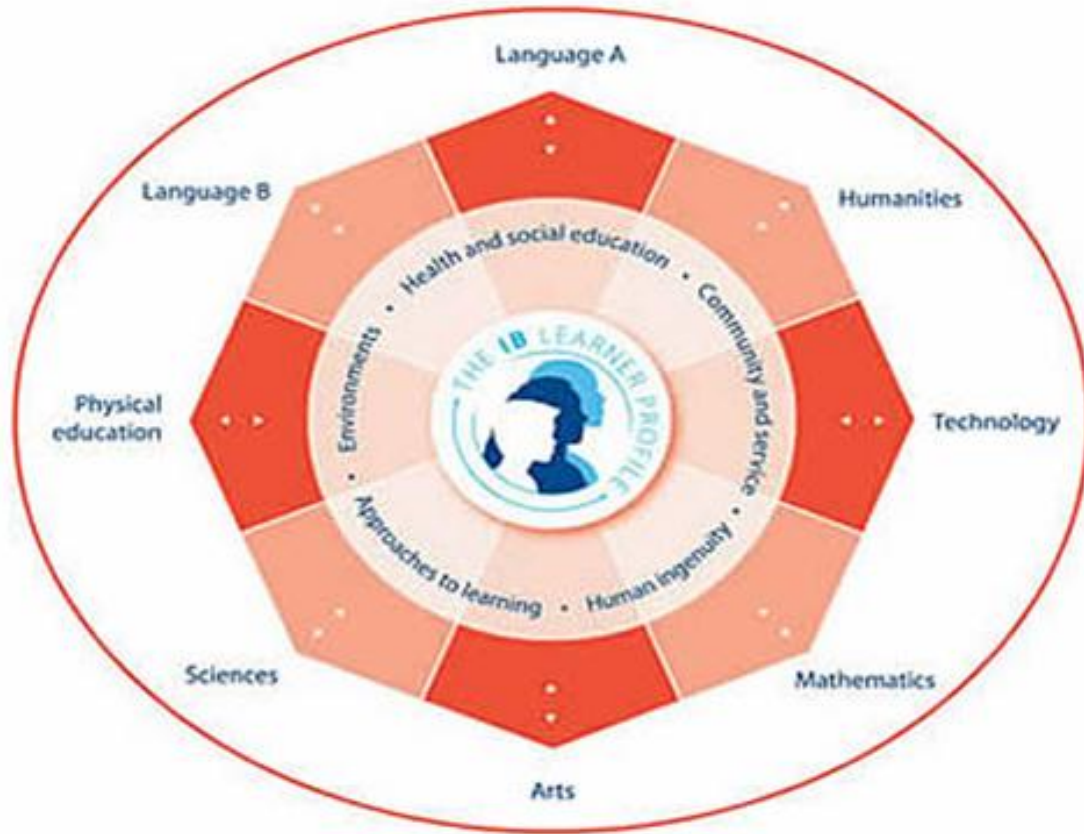
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The Middle Years Program (MYP)

- 11-16 year olds, 5 year program
- Recognizes that these years are crucial period of personal, social, physical and intellectual development, of uncertainty and of questioning
- Teaching and learning model designed to meet the needs of this age group.

The MYP Model



3 Fundamental Concepts

5 Areas of Interaction

8 Subject Areas

Holistic learning

Process-led,
student centered,
connections

Intercultural awareness

Tolerance, respect,
empathy, understanding

Fundamental concepts

Communication

Command of expression in all forms
fundamental to learning

Three Fundamental Concepts

1. **Holistic Learning**

- ▣ constructivist, process-led view of learning
- ▣ student develops understanding by consciously learning how to learn and linking new knowledge to existing knowledge
- ▣ students discover relationships between areas of knowledge, self, communities and the world
- ▣ learning organized so that students will become increasingly aware of the connections between subjects, and between subject content and the real world

Three Fundamental Concepts

2. Intercultural awareness

- ❑ students develop attitudes, knowledge and skills of own and others' cultures
- ❑ students consider multiple perspectives
- ❑ tolerance and respect → empathy and understanding
- ❑ acceptance of others' rights in being different
- ❑ affects the organizational structure, policies and practices, the climate within the school, the relations with the community outside, as well as the content of the curriculum taught through the subjects and interdisciplinary activities
- ❑ central to the IBO and MYP

Three Fundamental Concepts

3. Communication

- ▣ verbal and non-verbal
- ▣ command of expression in all of its forms is fundamental to learning
- ▣ supports understanding and allows student reflection and expression in different forms
- ▣ touches the development of the students' understanding and appreciation of different modes of thinking and expression, including the arts and the use of information and communication technology.

Five Areas of interaction

- The core of the MYP
 - ▣ Approaches to learning (teaching and learning strategies)
 - ▣ Community and service
 - ▣ Health and social education
 - ▣ Environment
 - ▣ Human ingenuity
- Recur throughout the entire MYP, through the eight subject groups, through interdisciplinary teaching and projects, whole school activities and the MYP personal project (culminates MYP in 5th year)

MYP in the classroom

- Problem based learning, often student directed
- Strong emphasis on developing problem solving skills
- Teachers are coaches and facilitators, students solve problems
- Authentic performance based assessment

MYP in the Classroom

Traditional Paradigm

- Knowledge exists out there
- It comes in chunks or bits delivered by instruction
- Knowledge is cumulative and linear
- Teacher-centered, Competitive
- Students all learn the same way

Constructivist

- Knowledge is shaped by individual experience
- Knowledge is interactive and interconnected
- Learning is student centered
- Cooperative, collaborative
- Students have different learning styles

ASSESSMENT CRITERIA FOR MYP SCIENCES

DO YOU KNOW WHAT IS EXPECTED OF YOU IN YOUR ASSESSMENTS?

CRITERION	WHAT DOES IT MEAN?	EXAMPLE ACTIVITIES
A₈ ONE WORLD	How does Science affect the world we live in? How can we use Science to help? What are the moral and ethical implications of Science?	Essays, presentations, reading news reports, research, discussions/ debates, interviews
B₈ COMMUNICATION IN SCIENCE	Can I make other people understand what I mean when I talk/ write about Science? Can I present my knowledge of Science in different media?	Essays, presentations, reports, demonstrations, creative ideas, posters, animations or movies.
C₈ KNOWLEDGE AND UNDERSTANDING IN SCIENCE	Do I know the important facts? Can I understand essential concepts? Can I show evidence of my learning in Science?	Tests, clear notes, mind maps, concept maps, discussions, interviews
D₈ SCIENTIFIC INQUIRY	Do I make reasonable hypotheses, based on clear aims? Do I understand and can I control variables? Can I plan an effective, fair experiment?	Generating problems and designing experiments or methods to test ideas and theories.
E₈ PROCESSING DATA	Can I display my results clearly? Can I process numerical data appropriately? Can I draw conclusions consistent with the results? Do I evaluate my method to look for improvements?	Collecting and using results, producing graphs, interpreting data from any source.
F₈ ATTITUDES IN SCIENCE	Do I work safely and efficiently? Do I work ethically and considerately? Can I work independently and as part of a team?	Every aspect of Science - practicals, group work, field work, assignments.