



International<sup>®</sup>  
Baccalaureate

# Atlanta International School

## From PYP to MYP / DP

Middle School Parents Organization

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September 2008

# IB Learner Profile

*IB programmes aim to develop internationally minded-people who are striving to become:*

✧ Inquirers

✧ Knowledgeable

✧ Thinkers

✧ Communicators

✧ Risk-takers

✧ Principled

✧ Caring

✧ Open-minded

✧ Balanced

✧ Reflective



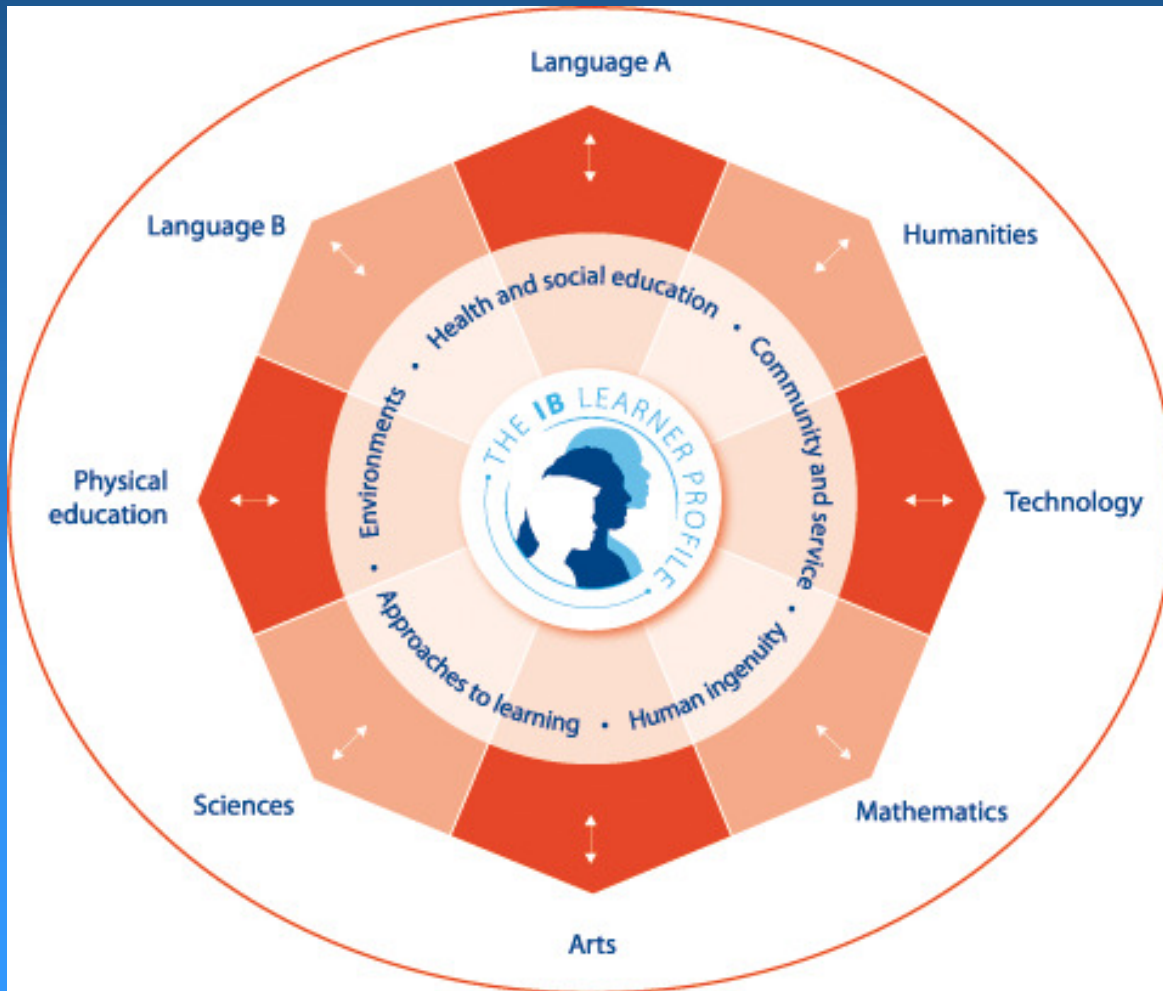
At the core of all 3 IB programmes:

PYP – Grades K-5

MYP – Grades 6-10

DP – Grades 11-12

# The IBMYP Model



Programme for Grades  
6-10

The MYP provides a  
thorough study of  
various disciplines and  
their *interrelatedness*

Student-Centered

It acknowledges the  
role of the disciplines  
and transdisciplinary  
study

# MYP Core Features

- ✧ Flexible Framework –
  - ✧ allows a school to decide what will work best for their students
- ✧ Bridge between Primary School (PYP) and the IB Diploma
  - ✧ emphasis on developing concepts, skills and attributes needed to succeed in
    - ✧ school,
    - ✧ in each subject
    - ✧ as an independent learner for the IB Diploma



# MYP Fundamental Concepts

## \* **Holistic Learning**

- ✦ emphasizes the links between the disciplines, providing a global view of situations and issues. Students should become more aware of the relevance of their learning, and come to see knowledge as an interrelated whole where different subject disciplines (including concepts and skills) are not isolated but complement each other.

## \* **Intercultural Awareness**

- ✦ is concerned with developing students' attitudes, knowledge and skills as they learn about their own and others' social, national and ethnic cultures. By encouraging students to consider multiple perspectives, intercultural awareness not only fosters understanding and respect, with the aim of developing empathy.

## \* **Communication**

- ✦ fundamental to learning, as it supports inquiry and understanding, and allows student reflection and expression. The MYP places particular emphasis on language acquisition and allows students to explore multiple forms of expression.

# MYP Areas of Interaction

- ✦ 5 interdisciplinary lens used in all courses to link ideas and reflect on the application of knowledge in the wider world
- ✦ Are themes, not subjects
- ✦ Pervade and recur throughout the 5 years of the programme



# Approaches to Learning

- \* How do I learn best?
- \* How do I know?
- \* How do I communicate my understanding?
  
- \* ATL is concerned with:
  - ✦ intellectual disciplines, attitudes, strategies and skills
  - ✦ “learning how to learn”
  - ✦ awareness of thought processes and their strategic use.
- \* ATL results in:
  - ✦ critical, coherent and independent thinking
  - ✦ capacity for problem solving and decision making

# Community & Service

- \* How do we live in relation to each other?
- \* How can I contribute to the community?
- \* How can I help others?
  
- \* Community and service is concerned with:
  - ✦ understanding communities and how they organize themselves
  - ✦ community awareness and concern.
- \* Community and service results in:
  - ✦ sense of responsibility, tolerance, respect and empathy
  - ✦ affective, creative, ethical and cognitive development
  - ✦ awareness of role of individual in a community
  - ✦ active participation
  - ✦ altruism.

# Health & Social Education

- \* How do I think and act?
- \* How am I changing?
- \* How can I look after myself and others?
  
- \* Health and social education is concerned with:
  - \* reflecting on physical, social and emotional health and intelligence.
  - \* examining, discussing and reflecting medical, psychological, sociological, economic and legal aspect of health.
- \* Health and social education results in:
  - \* skills and knowledge to make informed choices
  - \* responsibility for self and others' well-being
  - \* a physically and mentally healthy life.

# Environments

- \* Where do we live?
- \* What resources do we have or need?
- \* What are my responsibilities?
  
- \* Environment is concerned with:
  - ✦ developing an awareness of people's interdependence with the environment
  - ✦ taking responsibility for maintaining an environment fit for the future.
- \* Environment results in:
  - ✦ understanding local and global environmental issues
  - ✦ making decision on environmental situations
  - ✦ seeing links between economical, political, cultural, environmental and social issues
  - ✦ developing responsible and positive attitudes and actions

# *homo faber* / human ingenuity

- \* Why and how do we create?
- \* What are the consequences?
  
- \* *Homo faber* is concerned with:
  - ✦ understanding the evolution, processes and products of the human creation
  - ✦ appreciating the human capacity and willingness to impact life through creation, innovation, development and transformation
  - ✦ exploring relationships between ethics, science., aesthetics and technology.
- \* *Homo faber* results in:
  - ✦ solving problems
  - ✦ showing creativity and resourcefulness in a variety of contexts
  - ✦ being aware of the impacts, negative and positive, and consequences.

# MYP Assessment

## \* Criterion Referenced Assessment

- ✦ Outcome based criteria for each subject used for all 5 years of the programme
- ✦ Requires teachers to standardize scores within subjects
- ✦ Provides the means to create task/project specific rubrics that are consistent for grades 6-10 as well as age appropriate



# Coherent Curriculum

✧ MYP will provide cohesion through use of a common language / lexicon

✧ Integrate many of AIS's prior initiatives

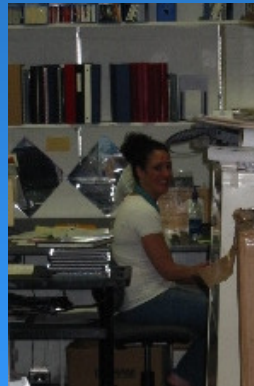
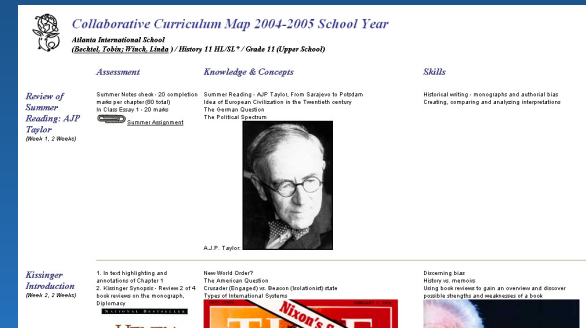
- ✧ Curriculum development and review - Atlas
- ✧ Assessment and Reporting
- ✧ Essential / Guiding Questions

✧ Incorporates all faculty

- ✧ Library
- ✧ Technology
- ✧ Counseling

✧ The IB organization is a "Critical Friend"

- ✧ Provides training opportunities and a set of requirements for programme evaluation



# Choices, choices

- Grade 6 example schedules
- 6-10 choices
- DP choices

# MYP at AIS

- Language A
- Language A / B
- History / Geography
- Sciences – Biology / Chemistry / Physics
- Math
- Arts – Visual Art / Theatre / Music
- Physical Education / PSHE
- Technology – Information / Materials / Systems
- Options (AIS)
  - Grades 6-7 – Chinese or Latin
  - Grade 8 – continue CSOL/LSOL or change to French / German / Spanish or Science and Societies (Geo)

