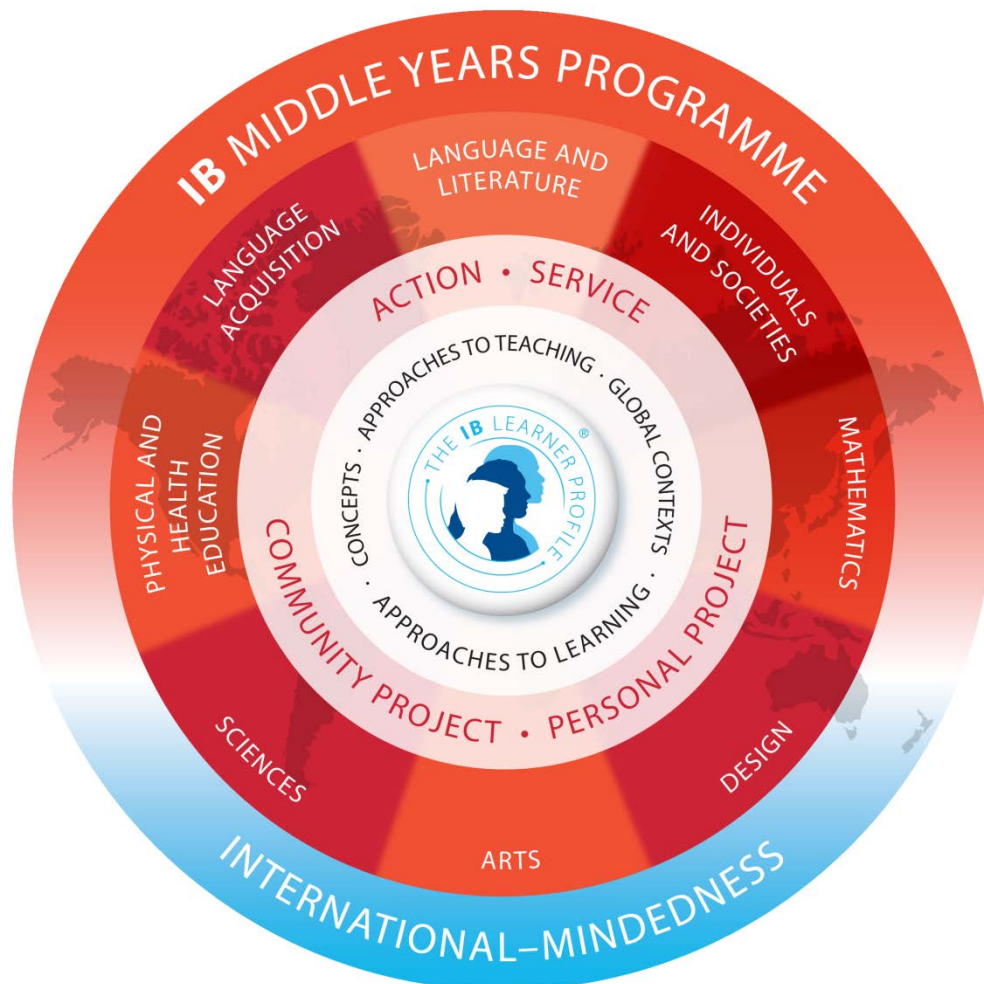


IB Middle Years Programme Model

The IBMYP model highlights the following important features of an IBMYP education:

- **IB learner profile attributes**
- **Approaches to learning and teaching**
- **Personal Project and Community Service**
- **Curriculum** - subject groups/disciplines
- **International-mindedness** as a primary goal and context for learning and teaching



IBMYP Model - Details

IB Learners and IB Learner Profile

At the centre of the model and IB international education are students with their individual learning styles. The IB learner profile represents the mission statement of the IB in action. It requires IB learners to develop learner attributes and become inquirers, knowledgeable, thinkers, communicators, principled, open-minded, caring, risk-takers, balanced and reflective individuals.

Approaches to Learning • Approaches to Teaching • Concepts • Global Contexts

The first ring around the student describes specific features of the Middle Years Programme that help students develop subject-specific and interdisciplinary understanding:

- **Approaches to learning (ATL)** – tools and skills for learning
- **Approaches to teaching** – MYP pedagogy and collaborative learning through inquiry
- **Concepts** – foundation of a concept-based curriculum
- **Global Contexts** – place learning in the context of the real world

Service as Action • Community Project • Personal Project

The second ring describes important features of the programme:

- **Community Service (Service as Action)** – inquiry-based learning will result in student-initiated action, involving service within the community
- **Personal Project** – culminating project in the MYP.

Curriculum

The third ring describes the MYP's curriculum:

IB subjects:

Language and Literature (English)	Language Acquisition (French, Spanish)
Individuals and Societies (History, Geography)	Sciences
Mathematics	Arts (Visual Arts, Music, Drama)
Physical and Health Education (Phys. Ed.)	Design (Technology)

The subject groups are connected through Global Contexts and Key Concepts.

IB Learner Profile

IB education focuses on developing the following learner profile attributes in students:



IB learner profile

The aim of all IB programmes is to develop internationally minded people who, recognizing their common humanity and shared guardianship of the planet, help to create a better and more peaceful world.

As IB learners we strive to be:

INQUIRERS

We nurture our curiosity, developing skills for inquiry and research. We know how to learn independently and with others. We learn with enthusiasm and sustain our love of learning throughout life.

KNOWLEDGEABLE

We develop and use conceptual understanding, exploring knowledge across a range of disciplines. We engage with issues and ideas that have local and global significance.

THINKERS

We use critical and creative thinking skills to analyse and take responsible action on complex problems. We exercise initiative in making reasoned, ethical decisions.

COMMUNICATORS

We express ourselves confidently and creatively in more than one language and in many ways. We collaborate effectively, listening carefully to the perspectives of other individuals and groups.

PRINCIPLED

We act with integrity and honesty, with a strong sense of fairness and justice, and with respect for the dignity and rights of people everywhere. We take responsibility for our actions and their consequences.

OPEN-MINDED

We critically appreciate our own cultures and personal histories, as well as the values and traditions of others. We seek and evaluate a range of points of view, and we are willing to grow from the experience.

CARING

We show empathy, compassion and respect. We have a commitment to service, and we act to make a positive difference in the lives of others and in the world around us.

RISK-TAKERS

We approach uncertainty with forethought and determination; we work independently and cooperatively to explore new ideas and innovative strategies. We are resourceful and resilient in the face of challenges and change.

BALANCED

We understand the importance of balancing different aspects of our lives—intellectual, physical, and emotional—to achieve well-being for ourselves and others. We recognize our interdependence with other people and with the world in which we live.

REFLECTIVE

We thoughtfully consider the world and our own ideas and experience. We work to understand our strengths and weaknesses in order to support our learning and personal development.

The IB learner profile represents 10 attributes valued by IB World Schools. We believe these attributes, and others like them, can help individuals and groups become responsible members of local, national and global communities.

Approaches to Learning

Approaches to learning provide the foundation for independent learning and encourage the application of students' knowledge and skills in unfamiliar contexts. Developing and applying these skills helps students learn how to learn.

Definition:

- Tools that enable students to take responsibility for their own learning and develop learner profile attributes
- Represent general and subject-specific learning skills that students will develop and apply during the programme and beyond.

Aim:

- Produce self-regulated learners who have been explicitly taught the skills of effective thinking and learning.

ATL Skills and Skill Clusters:

ATL Skills	ATL Skill Clusters
Self-management	<u>Organization:</u> The skills of effectively managing time and tasks <u>Affective:</u> The skills of managing state of mind <u>Reflection:</u> The metacognitive skills of re-considering what has been taught and learned by reflection on content, ATL skills and learning strategies.
Social	<u>Collaboration:</u> The skills of working cooperatively with others
Communication	<u>Communication:</u> a) The skills of effectively exchanging thoughts, messages and information through interaction; b) The skills of reading, writing and using language to communicate information.
Research	<u>Information literacy:</u> The skills of finding, interpreting, judging and creating information. <u>Media literacy:</u> The skills of interacting with different media to compare and contrast different representations of information.
Thinking	<u>Critical thinking:</u> The skills of critique of text, media, ideas and issues. <u>Creative thinking:</u> The skills of invention —thinking creatively and developing new things and ideas. <u>Transfer:</u> Utilizing skills and knowledge in multiple contexts.

Concepts

The IBMYP is based on a balanced, conceptual and interconnected curriculum framework.

Concepts are big ideas that have relevance within specific disciplines and across subject areas. They serve as a tool for students' inquiry into issues and ideas of local and global significance, providing the means of exploring topics and subjects holistically.

Through concepts, students develop deeper understanding of the subject-matter and establish connections across disciplines and with the world.

A concept-based curriculum:

- Encourages idea-centered teaching and learning
- Creates personal relevance for students
- Facilitates conceptual understanding and synergistic thinking
- Enables students to retain information
- Demonstrates connections between subjects and with the real world.

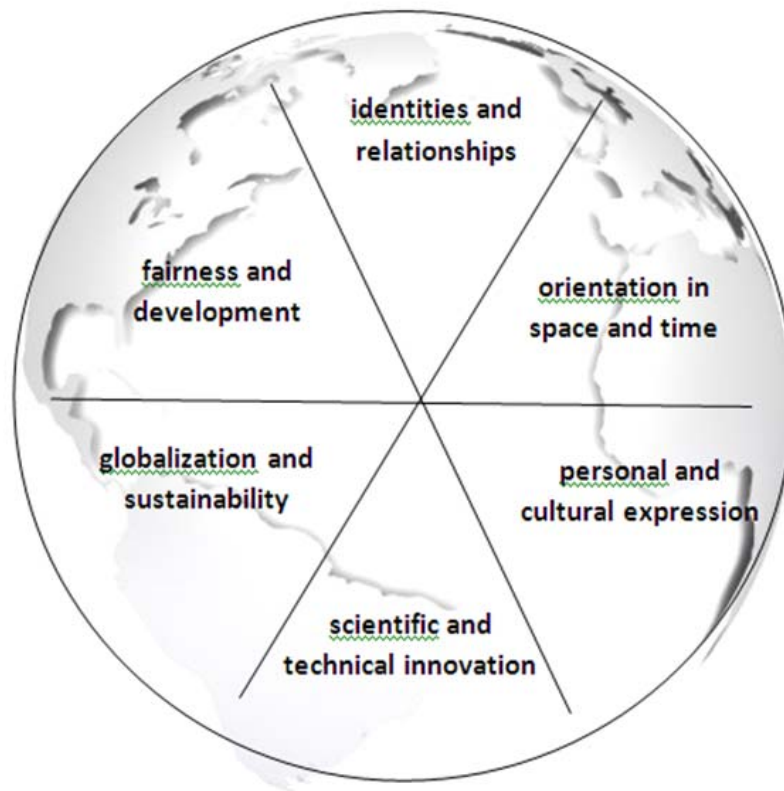
Global Contexts

The subjects are brought together through the Global Contexts, which offer different perspectives through which the content of the classes can be analyzed, interpreted and understood. **Through Global Contexts, students develop deeper understanding of the subject and its application in the real world.**

Students learn best when their learning experiences have contexts, and are connected to their lives and the world that they have experienced. Using Global Contexts, MYP students explore human identity, global challenges and what it means to be internationally-minded.

Global Contexts:

- Provide directions for contextual learning through issues and ideas of personal, local and global significance
- Clarify the purpose of the inquiry
- Enable students to learn in context
- Provide opportunities to explore global issues and ideas, as well as develop creative solutions.



“Figure 6: MYP Global Contexts (MYP: From Principles into Practice)”