

Friday, 26<sup>th</sup> June 2018

Dear Parents/Guardians,

### Middle Years Update No. 3

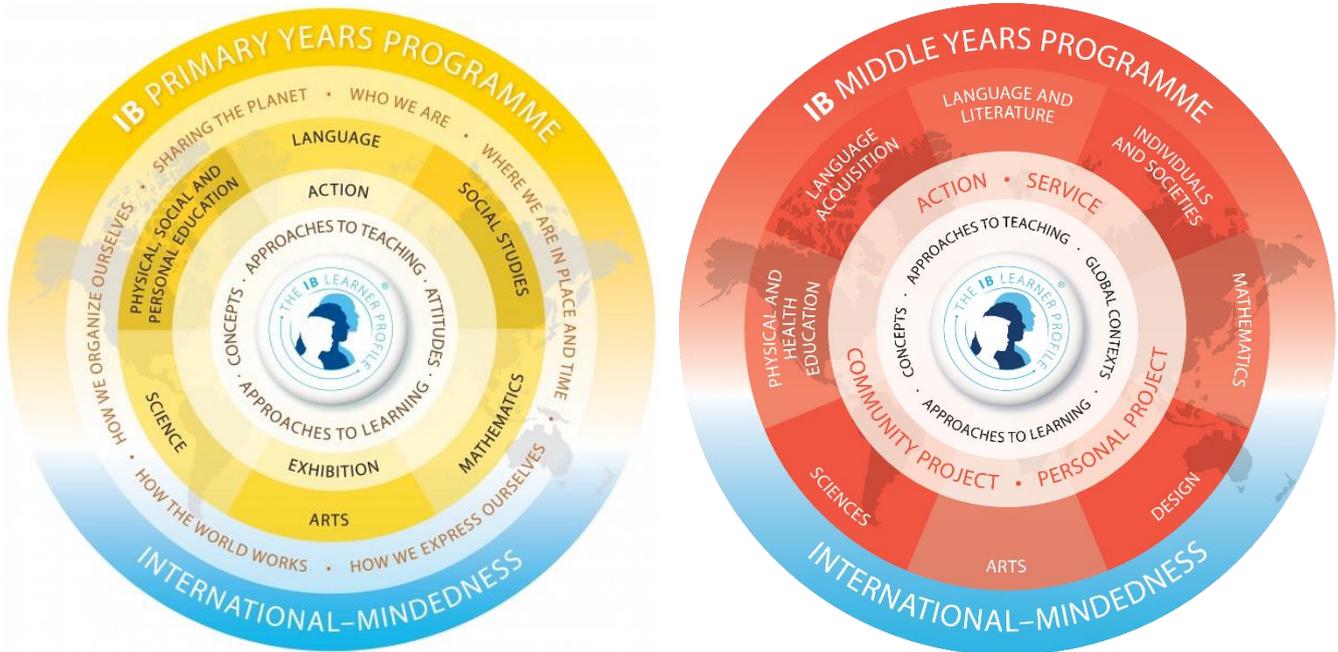


#### Site Development

Steady progress is being made at our Middle Years Campus. The builders are currently finishing erecting the steel framework, and as soon as this is completed the roof will then be put on. This will then allow the building process to move ahead quickly as the next stages will be out of the weather. Flooring will be laid once the roof is installed.



**Transition from the PYP to MYP**



There are many links between the PYP and MYP. These two models outline the components of each programme and in this update I will outline how the MYP will enable students to build upon the strong foundations laid in the primary years.

Outer Ring – International Mindedness: Developing students who embrace the IB mission – to be knowledgeable, caring, inquiry, young people who help to create a better and more peaceful world through intercultural understanding and respect – is still paramount in the MYP. We want to continue to prepare students to be able to actively participate in our global society and have the knowledge and dispositions to do this effectively.

Inner Ring – The Learner Profile: In order to become an internationally-minded citizen, the IB encourage the development of 10 attributes, known as the Learner Profile. These attributes are:

- |          |               |            |             |              |
|----------|---------------|------------|-------------|--------------|
| Inquirer | Risk-taker    | Principled | Caring      | Reflective   |
| Thinker  | Knowledgeable | Balanced   | Open-Minded | Communicator |

In the MYP, students will continue to develop these attributes across all subjects and through a variety of learning experiences, both direct and indirect. These will be addressed in a manner appropriate for the age and development of the student eg. What is appropriate risk-taking for a 3-year-old may be very different for a 13-year-old!

White Ring – Approaches to Teaching and Learning: The curriculum framework in the Middle Years continues to be inquiry-based and concept-driven. Students are active participants in their learning, posing questions and reflecting on provocations. However unlike the PYP which has 8 key concepts, the MYP expands upon their conceptual understandings and focuses on has 16 key concepts:

- |             |                     |                    |             |
|-------------|---------------------|--------------------|-------------|
| Aesthetics  | Change              | Communication      | Communities |
| Connections | Creativity          | Culture            | Development |
| Form        | Global Interactions | Identity           | Logic       |
| Perspective | Relationships       | Time, Place, Space | Systems     |

Each subject focuses on particular key concepts throughout the five years.

Both the PYP and MYP (and DP) also focus on developing the same 5 core skills. In the PYP these used to be referred to as the Transdisciplinary Skills, but as Mrs Caron Johnson, PYP Co-Ordinator, shared in her recent newsletter article, these skills have now been renamed ‘Approaches to Learning’ to allow consistency across the programmes. These 5 skills are thinking skills, social skills, communication skills, research skills and self-management skills. Again, these are taught directly and indirectly across the subjects in the MYP in an age-appropriate/developmentally appropriate manner.

Transdisciplinary Themes/Global Contexts: In the PYP model the second outer ring lists the 6 Transdisciplinary Themes addressed in the Primary Years through the Programme of Inquiry. These link to the 6 global contexts (mentioned in the MYP model white ring) as follows:

PYP transdisciplinary theme	MYP global context
<b>Who we are</b> An inquiry into the nature of the self; beliefs and values; personal, physical, mental, social and spiritual health; human relationships including families, friends, communities and cultures; rights and responsibilities; what it means to be human.	<b>Identities and relationships</b>
<b>Where we are in place and time</b> An inquiry into orientation in place and time; personal histories; homes and journeys; the discoveries, explorations and migrations of humankind; the relationships between and the interconnectedness of, individuals and civilizations, from local and global perspectives.	<b>Orientation in space and time</b>
<b>How we express ourselves</b> An inquiry into the ways in which we discover and express ideas, feelings, nature, culture, beliefs and values; the ways in which we reflect on, extend and enjoy our creativity; our appreciation of the aesthetic.	<b>Personal and cultural expression</b>
<b>How the world works</b> An inquiry into the natural world and its laws; the interaction between the natural world (physical and biological) and human societies; how humans use their understanding of scientific principles; the impact of scientific and technological advances on society and on the environment.	<b>Scientific and technical innovation</b>
<b>How we organise ourselves</b> An inquiry into the interconnectedness of human-made systems and communities; the structure and function of organisations; societal decision-making; economic activities and their impact on humankind and the environment.	<b>Globalization and sustainability</b>
<b>Sharing the planet</b> An inquiry into rights and responsibilities in the struggle to share finite resources with other people and with other living things; communities and the relationships within and between them; access to equal opportunities; peace and conflict resolution.	<b>Fairness and development</b>

The focus on Global Contexts in the Middle Years makes learning ‘real-life’ and engagements are significant, relevant and challenging.

Action/Service: Both models include action. This is a very important component of the IB Philosophy and programme frameworks. Service, as a subset of action, has always been a shared value of the IB community. IB learners strive to be caring members of the community who demonstrate a personal commitment to service, and act to make a positive difference to the lives of others and to the environment. IB World Schools value service with others as an important way to engage in principled action across a range of overlapping local and global communities. Through responsible action, tightly connected with sustained inquiry and critical reflection, young people and adults can develop the kinds

of attributes described by the learner profile that are essential for success in future academic pursuits and for adult life.

In the PYP, action has a specific meaning as an element of the programme in which there is an expectation that successful inquiry will lead to responsible action, initiated by the student as a result of the learning process. This kind of student action may have a wider social impact, and it always represents a voluntary demonstration of student's empowerment.

Action in the MYP builds upon the action initiated in the PYP and continues as an essential component of the learning process, both as part of the programme's educational philosophy and as a practical outcome of students' learning. The MYP aims to help students develop their personal understanding, their emerging sense of self and their developmentally appropriate responsibility in their community. In the IB continuum, this continues with the service component of the DP's community, action, service (CAS) requirements, in which students continue to increase their awareness of their own strengths and areas for growth, undertake new challenges, plan and initiate activities, work collaboratively with others, show perseverance and commitment, engage with locally and globally significant challenges and consider the ethical implications of their actions.

The Exhibition/Personal Project: In the PYP, the culmination of learning is seen through the 'Exhibition' which takes place in the final year of primary school and allows students to showcase their development and understanding of the essential elements of the PYP – knowledge, conceptual understanding, attitudes, skills and action. In Term Three this year, our Year 5 cohort will hold their Exhibition, where they will unpack the central idea 'Children world wide experience a range of challenges, risks and opportunities'.

In the MYP students in their final year (MYP 5/Year 10) will participate in the Personal Project. This project encourages students to practice and strengthen their skills (developed through Approaches to Learning), consolidate prior and subject-specific learning and develop an area of personal interest.

In the next edition of the MYP Bulletin, I will unpack the specific subjects that are taught within the MYP framework and explain the interdisciplinary approach to learning and teaching in the MYP.

Kind regards,



**Dr Michelle Cafini**

Head of College