

# Overview of I.B. MYP



# What is an I.B. Education?

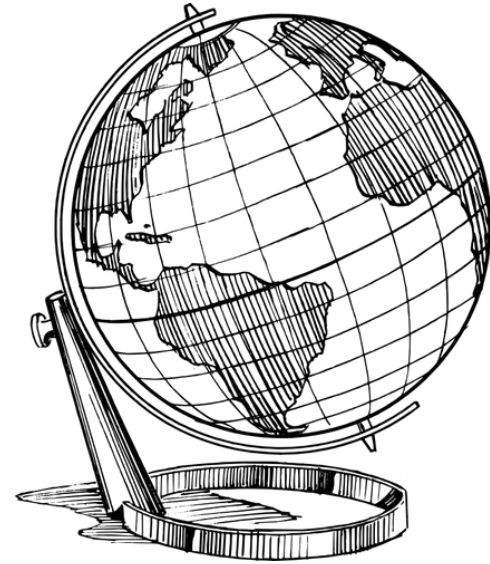
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## 4 Aims of I.B.

1. International-mindedness
2. The IB Learner profile
3. A broad, balanced, conceptual, and connected curriculum
4. Approaches to teaching and learning

# International Mindedness

- Understanding the world through local and global issues and ideas.
- Technologies that blur the lines between human boundaries.
- Reflecting on their own perspective, culture, and identities, as well as those of others.
- Learning to think and collaborate across cultures and disciplines.
- Developing intercultural understanding and respect through multilingualism
- Global engagement and meaningful service
- Moving beyond understanding to engagement, action, and bringing about meaningful change.



# The I.B. Learner Profile

Our goal 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.

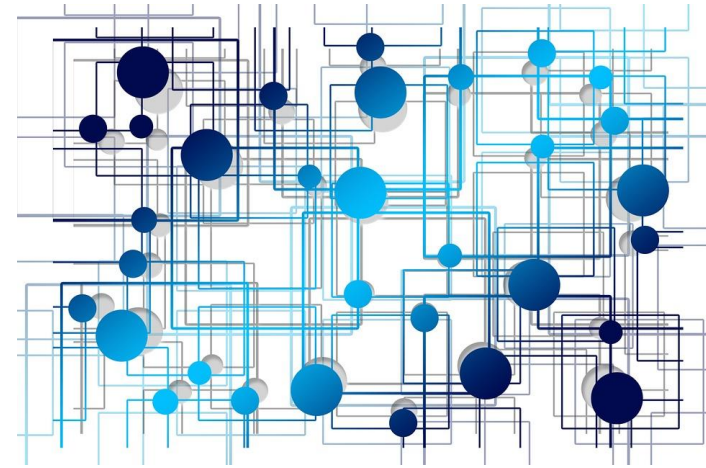
Ask yourself, what do you do in the classroom to help your students be...

- Inquirers?
- Knowledgeable?
- Thinkers?
- Communicators?
- Principled?
- Open-minded?
- Caring?
- Risk-takers?
- Balanced?
- Reflective?



# A broad, balanced, conceptual, and connected curriculum

- Broad and balanced
  - Promoting student academic, physical, social, and emotional well-being through a wide range of courses divided throughout the school day.
- Conceptual and connected
  - A powerful framework to help organize ideas across subject areas and provide them with authentic learning opportunities



# Approaches to teaching

## I.B. teaching is:

- Based on inquiry
  - Students finding their own information and contesting their own understanding.
- Focused on conceptual understanding
  - Helps to deepen disciplinary understanding, make connections, and transfer to new contexts.
- Developed in local and global context
  - Using real-life context and examples
- Focused on effective teamwork and collaboration
  - Promoting teamwork and collaboration between students and teachers
- Designed to remove barriers to learning
  - Inclusive teaching that values diversity. Creates learning opportunities for every student.
- Informed by assessment
  - Supporting and measuring learning, and providing students with effective feedback

# Approaches to learning

An I.B. education is grounded in the belief that learning how to learn is fundamental to a student's education.

- Thinking skills
  - Critical thinking, creative thinking, ethical thinking
- Research skills
  - Comparing, contrasting, validating and prioritizing information
- Communication skills
  - Written and oral communication, effective listening, and formulating arguments
- Social skills
  - Forming and maintaining positive relationships, listening skills, and conflict resolution
- Self-management skills
  - Organizational skills, managing time and tasks, and managing state of mind and motivation



Why I.B.?

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# Why is I.B. beneficial for teachers?

The Middle Years Program (MYP) helps teachers to hone their skills and to incorporate new and innovative techniques into their practice

- I.B. curriculum is updated every 7 years.
- Innovative and diverse education framework.
- Encourages a pedagogy known to produce students who are motivated to continue inquiry and lifelong learning.

# Why is I.B. beneficial for students?

The MYP gives students a distinct advantage by building their critical thinking skills, nurturing their curiosity and their ability to solve complex problems.

- Allows student to drive their own learning.
- Encouraged them to be more culturally aware.
- They are able to engage with people in an increasingly globalized, rapidly changing world.

What does this look like at Phillips?

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# Concept based

Teaching content through the lens of concepts allows for deeper thinking and understanding for students, as well as transfer of knowledge and social construction of knowledge.

When information today is a click away on a computer, the use of classroom time **MUST** shift focus from strictly memorization and regurgitation to **thinking with and applying knowledge at BOTH the factual and conceptual levels.**

# Real World

Real-World context and assessment allows students to apply their knowledge of content and concepts to global engagement.

G-R-A-S-P-S assessments require students to demonstrate higher order thinking.

Engages students in inquiry based learning that makes them active participants in the world around them.

# Student Centered

## **Student centered learning is:**

- knowledge of students (DATA. DATA. DATA)
- provides them with skills to lead their own learning. (ATL's)
- Inquiry based learning (Student driven)
- Collaborative (Students and Teachers)

## **Expectation for implementation.**

- Should be done in every classroom with every teacher.
- Not every day, but at some point in each unit of instruction.
- Collaborative work by students.  
Collaborative work by teachers  
(Interdisciplinary)
- Experiential learning and working together for a common goal.