International Baccalaureate

Middle Years Programme

Parent / Caregiver Handbook
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The International Baccalaureate Organisation

The International Baccalaureate Organisation (IBO) is an internationally recognised and renowned association that provides a framework for curriculum delivery for over 3,400 schools worldwide, across more than 140 countries.

There are three programmes: the Primary Years Programme (PYP), the Middle Years Programme (MYP) – which we administer here at Seaford, and the Diploma Programme (DP) – for senior students.

The IB mission statement underpins what we do at Seaford 6-12 School. The philosophies and values guide us in our teaching and learning.

IB Mission Statement
The International Baccalaureate aims to develop inquiring, knowledgeable and caring young people who help to create a better and more peaceful world through intercultural understanding and respect.

To this end the organization works with schools, governments and international organizations to develop challenging programmes of international education and rigorous assessment.

These programmes encourage students across the world to become active, compassionate and lifelong learners who understand that other people, with their differences, can also be right.

Fundamental Concepts

The IB is also guided by the following fundamental concepts:

- **Holistic learning**
  Emphasises the links between areas of study and that learning caters for the whole person in an academic, emotional and personal sense.

- **Intercultural awareness**
  Promoting understanding, respect, tolerance and appreciation for other cultures and points of view.

- **Communication**
  Developing language acquisition and communication skills across all subject areas.
Areas of Interaction

Students explore their learning through each of the five Areas of Interaction (AOI) in every year of the programme. Each AOI is common to all subject areas and provides a more specific context or lens for which content is studied.

This allows students to make connections across subject areas, as well as make sense of their learning in a real-life context.

The five AOIs are:

- **Approaches to Learning**
  This AOI is addressed in every unit plan across all subject areas. This focuses on developing responsible, organised and principled learners.

- **Community & Service**
  Students become aware of their role within their local, national and global community. They may also explore the concept of community and how this differs in various contexts throughout the world.

- **Human Ingenuity**
  How and why do we create? Students explore how humans have influenced the world and examine the implications of creations and developments.

- **Environment**
  Students develop awareness and understanding of their responsibilities within various environmental settings, as well as investigating how environments are impacted across the globe.

- **Health & Social Education**
  This AOI focuses on mental, emotional and physical well being.
The Learner Profile

The Learner Profile is a set of attributes and qualities that we aim to develop within our students throughout the MYP.

IB learners strive to be:

- **Inquirers**
  They acquire the skills necessary to conduct inquiry and research and show independence in learning. They actively enjoy learning and this love of learning will be sustained throughout their lives.

- **Knowledgeable**
  They explore concepts, ideas and issues that have local and global significance. In doing so, they acquire in-depth knowledge and develop understanding across a broad and balanced range of disciplines.

- **Thinkers**
  They exercise initiative in applying thinking skills critically and creatively to recognise and approach complex problems, and make reasoned, ethical decisions.

- **Communicators**
  They understand and express ideas and information confidently and creatively in more than one language and in a variety of modes of communication.

- **Principled**
  They act with integrity and honesty, with a strong sense of fairness, justice and respect for the dignity of the individual, groups and communities.

- **Open-minded**
  They understand and appreciate their own cultures and personal histories, and are open to the perspectives, values and traditions of other individuals and communities.

- **Caring**
  They show empathy, compassion and respect towards the needs and feelings of others. They have a personal commitment to service, and act to make a positive difference to the lives of others and to the environment.

- **Risk-takers**
  They approach unfamiliar situations and uncertainty with courage and forethought, and have the independence of spirit to explore new roles, ideas and strategies. They are brave and articulate in defending their beliefs.

- **Balanced**
  They understand the importance of intellectual, physical and emotional balance to achieve personal well-being for themselves and others.

- **Reflective**
  They give thoughtful consideration to their own learning and experience. They are able to assess and understand their strengths and limitations in order to support their learning and personal development.
The MYP Curriculum

The following diagram represents the curriculum model of the MYP. There are eight subject areas and these surround the five Areas of Interaction. At the centre is the student, displaying the various characteristics of the Learner Profile. This model demonstrates the fluidity and connectedness of the programme.

The eight subject areas are studied throughout the five years of the programme at Seaford 6-12 School and allow students to gain a broad foundation of knowledge, within a context of the AOI.

At Seaford 6-12 School, the students will study:

**Arts:** Dance, Drama, Music and Visual Art

**Humanities:** The study of geography, history and social studies

**Language A:** English

**Language B:** Japanese

**Mathematics:** Math

**Sciences:** Physics, Earth Science, biology and chemistry

**Personal Project:** Students in year 10 will complete an individual study

**Physical Education:** Health, Movement, and Physical Education

**Technology:** Food & cooking, woodwork, metal work
Assessment in the MYP

Assessment in the MYP is based on subject specific criteria. Each subject area has its own set of criteria that teachers use to assess students’ success.

Each criterion has its own value or score, and this differs between subject areas. Every teacher will explicitly work through the criteria for their subject with the students to ensure they understand how they will be assessed in that particular learning area.

The following table is an example of the differences between subjects in regards to how many criteria are assessed and what the total value is:

<table>
<thead>
<tr>
<th>Subject Area</th>
<th>Criteria</th>
<th>Total Value</th>
</tr>
</thead>
<tbody>
<tr>
<td>Humanities</td>
<td>4 Criteria:</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Knowledge</td>
<td>10</td>
</tr>
<tr>
<td></td>
<td>Concepts</td>
<td>10</td>
</tr>
<tr>
<td></td>
<td>Skills</td>
<td>10</td>
</tr>
<tr>
<td></td>
<td>Organisation &amp; Presentation</td>
<td>8</td>
</tr>
<tr>
<td></td>
<td>Total: 38</td>
<td></td>
</tr>
<tr>
<td>Language B</td>
<td>5 Criteria:</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Speaking &amp; Listening</td>
<td>8</td>
</tr>
<tr>
<td></td>
<td>Speaking</td>
<td>8</td>
</tr>
<tr>
<td></td>
<td>Writing – message</td>
<td>8</td>
</tr>
<tr>
<td></td>
<td>Writing – language</td>
<td>8</td>
</tr>
<tr>
<td></td>
<td>Reading</td>
<td>8</td>
</tr>
<tr>
<td></td>
<td>Total: 40</td>
<td></td>
</tr>
</tbody>
</table>
The Next Chapter

Currently the IB is undergoing a review of the MYP to improve outcomes and learning for students across the globe. This evaluation is referred to as ‘the next chapter’ and the changes will occur from 2014.

“The re-designed MYP will actively help to develop all aspects of the learner profile by focusing on teaching good learning skills through approaches to learning (ATL). The learner is at the heart of the MYP. Through an emphasis on ATL skills and making the learning of learning skills a priority, the MYP supports the development of lifelong learners through the attributes of the learner profile. The MYP aims to support schools in developing students who are self-directed, self-managed, self-regulated, independent, and autonomous learners.”

Thank you for your support with the IB program.
Please see your child’s teacher or myself for any further clarification.

Sandra Greenan
IB MYP Coordinator