



MYP Orientation

A glimpse into the IB MYP



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01

Overview

Moving from PYP to MYP

How does the PYP and MYP connect?

Curriculum Approach 01

Transdisciplinary approach



01 Curriculum Approach

Multidisciplinary and interdisciplinary approach

Curriculum Content 02

Units of inquiry, central idea and lines of inquiry



02 Curriculum Content

Units grounded in subjects

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6 TD themes of global significance



03 Real-life learning

Connect their learning through global contexts

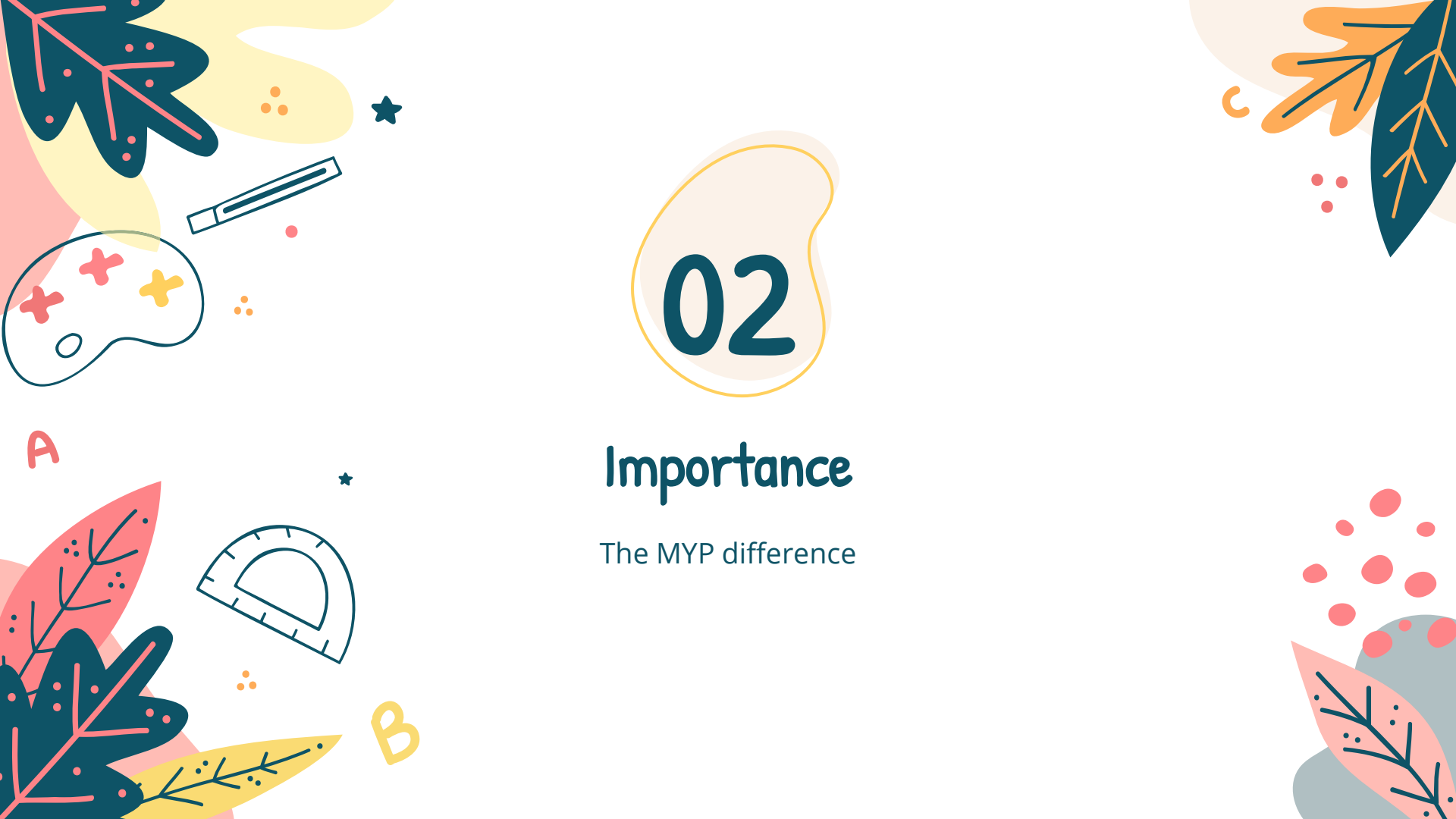
Assessment 04

Assessments using outcomes



04 Assessment

Assessments through subject-specific criteria. IB Published grades.



02

Importance

The MYP difference

Benefits of IB MYP



Future preparedness

Strong subject foundation for their IB DP



Knowledge transference

Real-world connections, developing talents, develop skills



Critical thinking

Independent thinkers, problem-solving and reflective, lifelong learner



Varied research opportunities

Interdisciplinary learning, community project, personal project

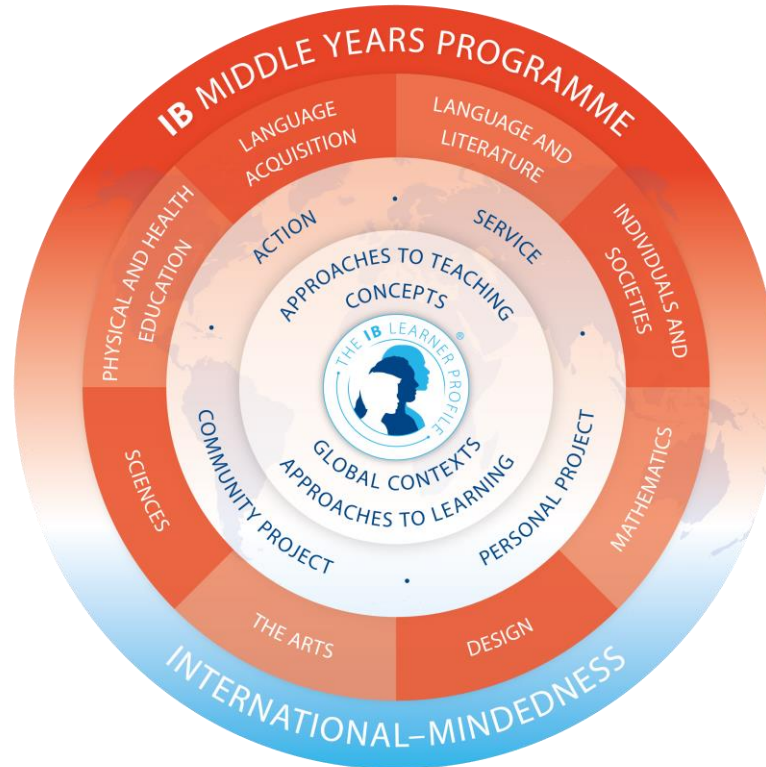


03

MYP Elements

Focusing on the key aspects of the MYP

The MYP Programme Model

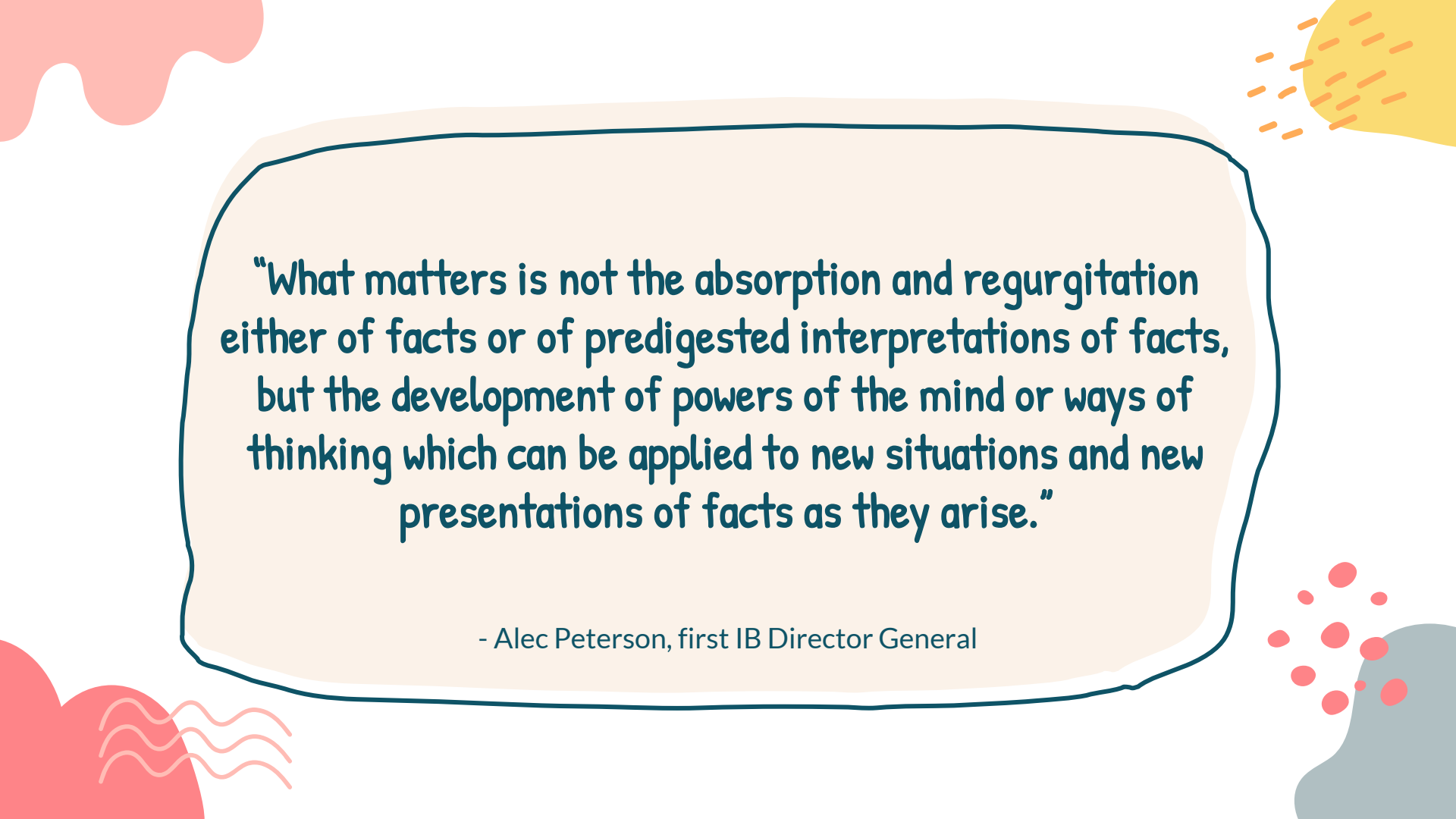




Conceptual and Contextual learning

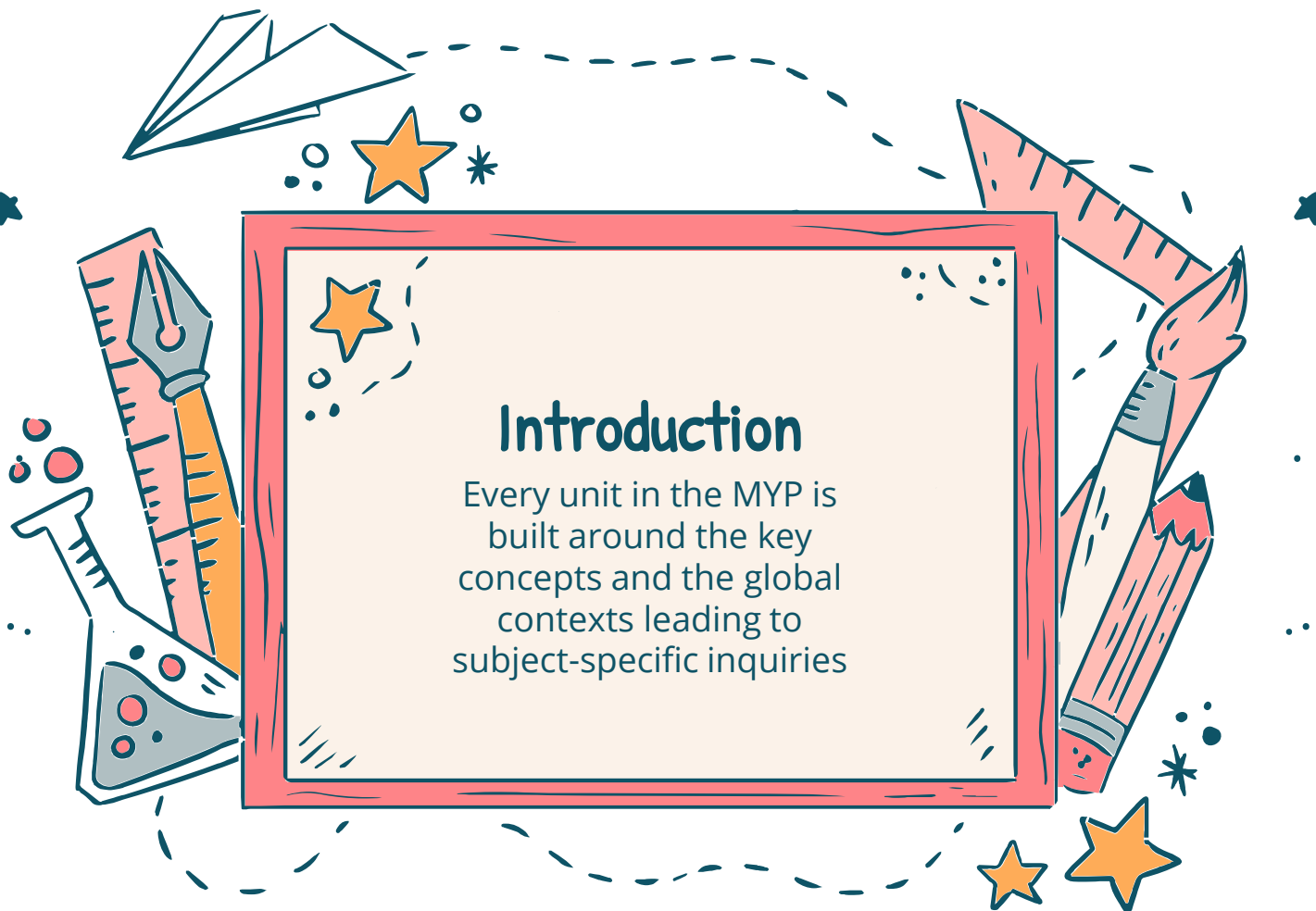
Key concepts and global contexts





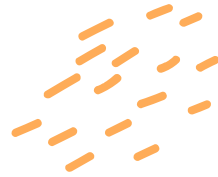
“What matters is not the absorption and regurgitation either of facts or of predigested interpretations of facts, but the development of powers of the mind or ways of thinking which can be applied to new situations and new presentations of facts as they arise.”

- Alec Peterson, first IB Director General



Introduction

Every unit in the MYP is built around the key concepts and the global contexts leading to subject-specific inquiries



16 Key concepts in the MYP



Aesthetics



Change



Communication



Communities



Connections



Creativity



Culture



Development



Form



Global interactions



Identity



Logic



Perspective



Relationships



Time, space and place



Systems

- Contributed from each subject
- Provides interdisciplinary breadth to the programme
- Relevance within and across subjects and disciplines
- Provides connection that transfers across time and culture



6 Global contexts in the MYP

Identities and Relationships

Exploration of identity, beliefs, values, what it means to be human

Personal and cultural expression

The expression of ideas, feelings, culture and beliefs

Globalization and sustainability

The global nature of human made systems.

Orientation in space and time

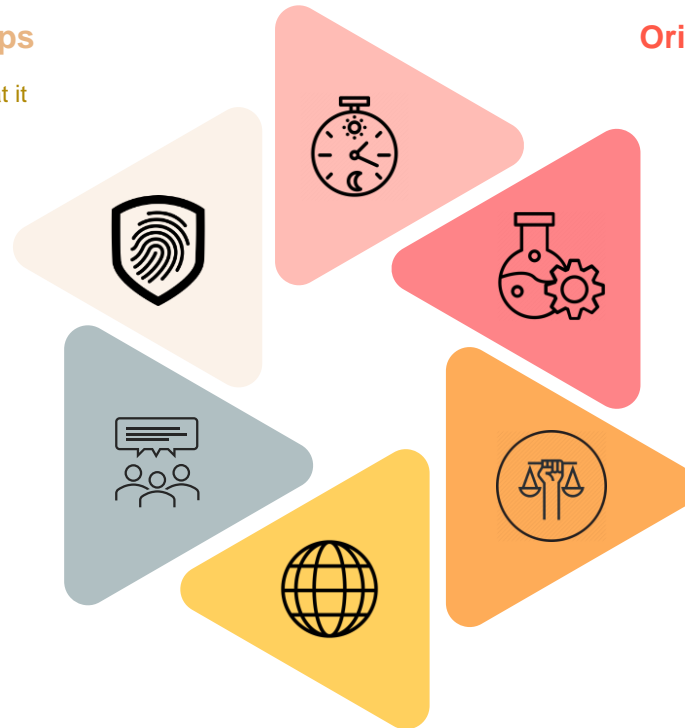
Discoveries that changed history; relationships between individuals and civilizations

Scientific and technical development

How humans adapt their environment and the impact this has

Fairness and development

The rights and responsibilities arising from the unequal access to finite resources





MYP Subject groups

8 subject groups, which students are required to study concurrently in a year.



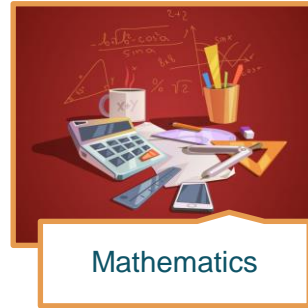
8 Subject groups in the MYP



Language and Literature



Individuals and Societies



Mathematics



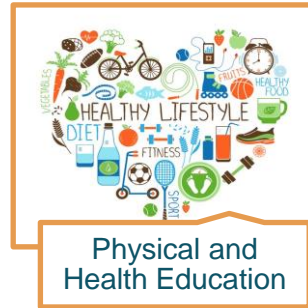
Design



Arts



Sciences



Physical and Health Education



Language Acquisition



Approaches to learning

The unifying thread throughout all subject groups which help students manage their own learning.

Approaches to Learning



Communication

- Communication



Social

- Collaboration



Self-Management

- Organization
- Affective
- Reflection



Research

- Information literacy
- Media literacy

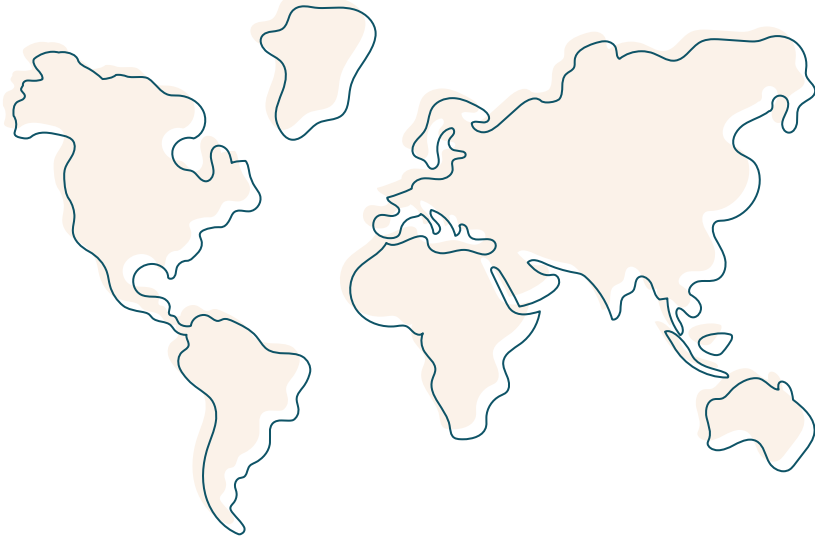


Thinking

- Critical thinking
- Creative thinking
- Transfer



Service and Action



All MYP students must fulfill the expectations in community service, which is a pre-requisite for the MYP certificate

Awareness of own strengths and areas of growth

Undertake challenges that develop new skills

Discuss, evaluate and plan student-initiated activities

Perseverance in action

Collaborative work

Development of international mindedness through global engagement, multilingualism and intercultural understanding

Consideration of ethical implications of their actions.

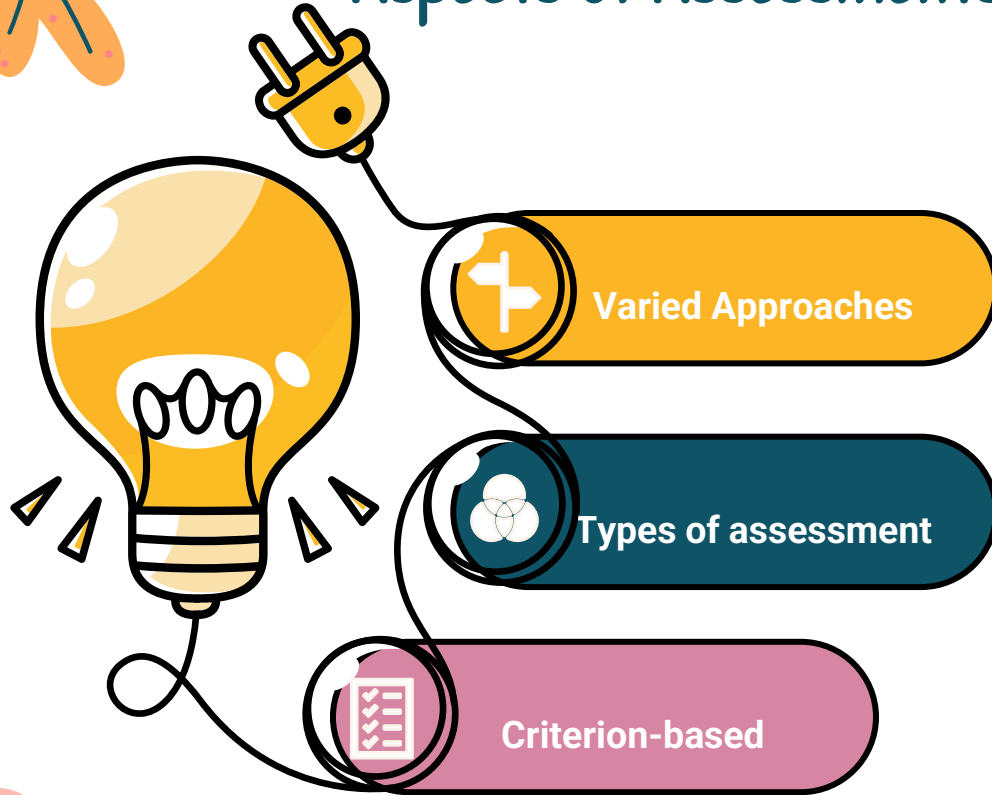


Assessments in the MYP

Varied, creative and challenging assessment tasks, which promotes critical thinking and metacognitive development.



Aspects of Assessments in the MYP



Written assignments, oral presentations, field work, practical work, role-play, debates, exhibitions, performance, tests and examinations, research papers, peer and self-assessment.

Diagnostic, Formative and Sumamtive Assessments

Students are assessed against published, agreed learning objectives for each subject and each grade level.

Assessment Criteria for each subject


Subject Groups	ASSESSMENT CRITERIA FOR ALL MYP SUBJECTS			
	A	B	C	D
Language and Literature	Analyzing	Organizing	Producing text	Using languages
Language Acquisition	Comprehending spoken and visual text	Comprehending written and visual text	Communicating in response to text	Using language in spoken or written form
Individuals and Societies	Knowing and understanding	Investigating	Communicating	Thinking critically
Sciences	Knowing and understanding	Inquiring and designing	Processing and evaluating	Reflecting on the impacts of science
Mathematics	Knowing and understanding	Investigating patterns	Communicating	Applying math in real-life contexts
Arts	Knowing and understanding	Developing skills	Thinking creatively	Responding
Design	Inquiring and analyzing	Developing ideas	Creating the solution	Evaluating
Physical and Health Education	Knowing and understanding	Planning for performance	Applying and performing	Reflecting and improving performance



Criterion A: Design (Example)

Criterion A - Inquiring and Analysing

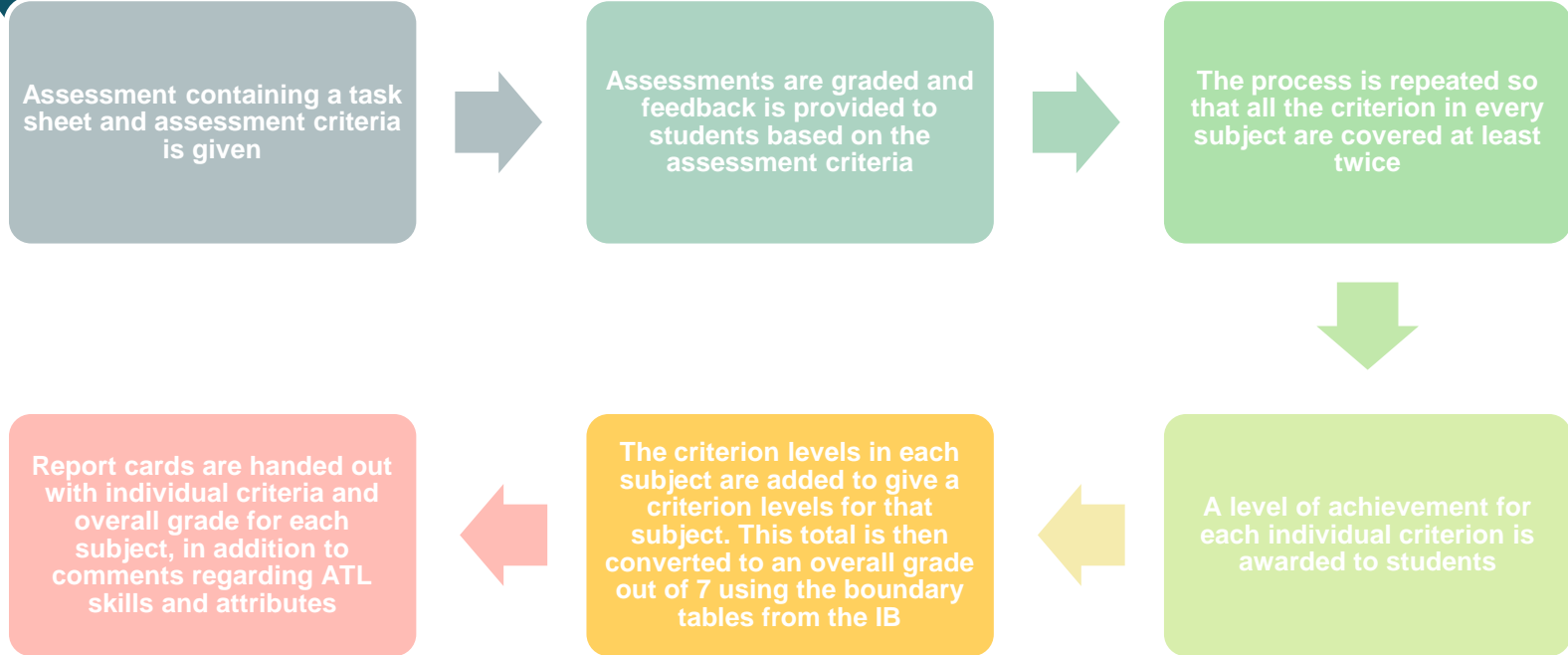
0	The student does not reach a standard described by any of the descriptors below.
1-2	i. states the need for a solution to a problem ii. states the findings of research.
3-4	i. outlines the need for a solution to a problem ii. states some points of research needed to develop a solution, with some guidance iii. states the main features of an existing product that inspires a solution to the problem iv. outlines some of the main findings of research.
5-6	i. explains the need for a solution to a problem ii. states and prioritizes the main points of research needed to develop a solution to the problem, with some guidance iii. outlines the main features of an existing product that inspires a solution to the problem iv. outlines the main findings of relevant research.
7-8	i. explains and justifies the need for a solution to a problem ii. states and prioritizes the main points of research needed to develop a solution to the problem, with minimal guidance iii. describes the main features of an existing product that inspires a solution to the problem iv. presents the main findings of relevant research.



Calculating the grades: Best-fit approach

Grade	Boundary Guidelines	Descriptor
1	1–5	Produces work of very limited quality . Conveys many significant misunderstandings or lacks understanding of most concepts and contexts . Very rarely demonstrates critical or creative thinking . Very inflexible, rarely using knowledge or skills .
2	6–9	Produces work of limited quality . Expresses misunderstandings or significant gaps in understanding for many concepts and contexts. Infrequently demonstrates critical or creative thinking . Generally inflexible in the use of knowledge and skills, infrequently applying knowledge and skills.
3	10–14	Produces work of an acceptable quality . Communicates basic understanding of many concepts and contexts, with occasionally significant misunderstandings or gaps . Begins to demonstrate some basic critical and creative thinking. Is often inflexible in the use of knowledge and skills, requiring support even in familiar classroom situations.
4	15–18	Produces good-quality work . Communicates basic understanding of most concepts and contexts with few misunderstandings and minor gaps. Often demonstrates basic critical and creative thinking. Uses knowledge and skills with some flexibility in familiar classroom situations, but requires support in unfamiliar situations.
5	19–23	Produces generally high-quality work . Communicates secure understanding of concepts and contexts . Demonstrates critical and creative thinking , sometimes with sophistication. Uses knowledge and skills in familiar classroom and real-world situations and, with support, some unfamiliar real-world situations.
6	24–27	Produces high-quality, occasionally innovative work . Communicates extensive understanding of concepts and contexts . Demonstrates critical and creative thinking , frequently with sophistication. Uses knowledge and skills in familiar and unfamiliar classroom and real-world situations, often with independence .
7	28–32	Produces high-quality, frequently innovative work . Communicates comprehensive, nuanced understanding of concepts and contexts. Consistently demonstrates sophisticated critical and creative thinking . Frequently transfers knowledge and skills with independence and expertise in a variety of complex classroom and real-world situations.




Assessment process - Recap





MYP e-assessment

The final exam in MYP 5 (grade 10)

- 
- 
- e Portfolios of course work, including a compulsory ePortfolio for the personal project.
 - On-screen examinations, with each exam lasting two hours.
- 

Personal Project

Students decide what they want to learn about, identify what they already know, discovering what they will need to know to complete the project, and create a proposal or criteria for completing it.

The Personal Project is an integral component of the MYP and should be completed in order to be awarded the certificate of participation at the end of MYP 5



MYP CERTIFICATE

An MYP certificate is awarded to those students who meet the following requirements:

- Study one subject each from at least six of the subject groups.
- Complete the assessment requirements of six subjects, interdisciplinary on-screen examination, the community project and the personal project.
- Gained at least a grade of 3 in all of the above.
- Completed the school's requirement for community service.

Only under exceptional circumstances may a student study fewer than eight subject groups. This decision will be made at the start of the academic year and will be on an individual basis.

Meet our team!



Divya R

MYP Mathematics



**Christopher
Immanuel**

MYP Physical and
Health Education



**Nivashini
Manivannan**

MYP Language and
Literature (English)

Meet our team!



**Jayarani
Sankar**
MYP Science



Giftlin Shaju
MYP Music



**Lavanya
Murli**
MYP Individuals and
Societies

Meet our team!



**Neelavathi
Pillai**

**MYP Language
Acquisition (Hindi)**



**Sandra
Vincent**

MYP Arts (Visual Art)



Pavithra

**MYP Language
Acquisition (German)**

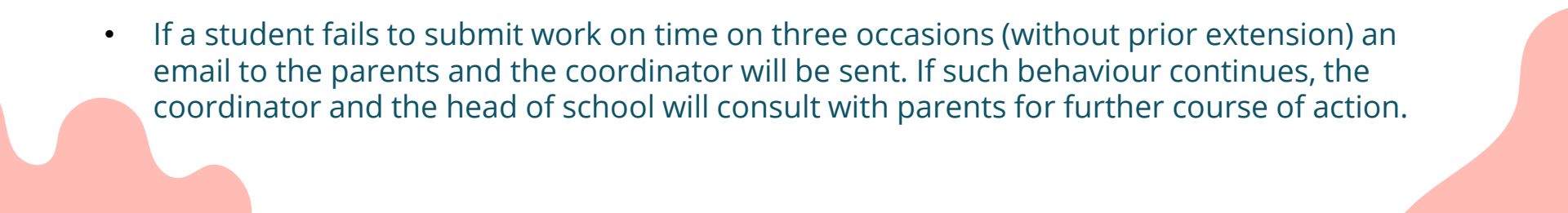


Student guidelines

Understanding our
responsibilities as a
learning community



Student guidelines – To be followed by all

- Identify a quiet and comfortable physical space for the student's study time.
 - Ensure that the video is always on during class hours – proper dress code.
 - Follow essential agreements created in the class.
 - Ensure timelines, deadlines and commitments are met. In case of non-completion of tasks, it may lead to a lower grade level.
 - Under extraordinary circumstances and at the discretion of the teacher a student may negotiate an extension to complete the task. For the extension to be considered it must be requested in advance of the scheduled due date.
 - If a student fails to submit work on time on three occasions (without prior extension) an email to the parents and the coordinator will be sent. If such behaviour continues, the coordinator and the head of school will consult with parents for further course of action.
- 

Student guidelines - To be followed by all

Apply for an extension of the due date by sending in an email to the MYP Coordinator



The MYP coordinator has to confirm the request and grant the extension. Do not assume you have an extension.



If extension is granted, the assessment must be submitted on the date and time granted.



If an extension is not granted and the assessment is not submitted/completed on the due date, a non-submission will be awarded.

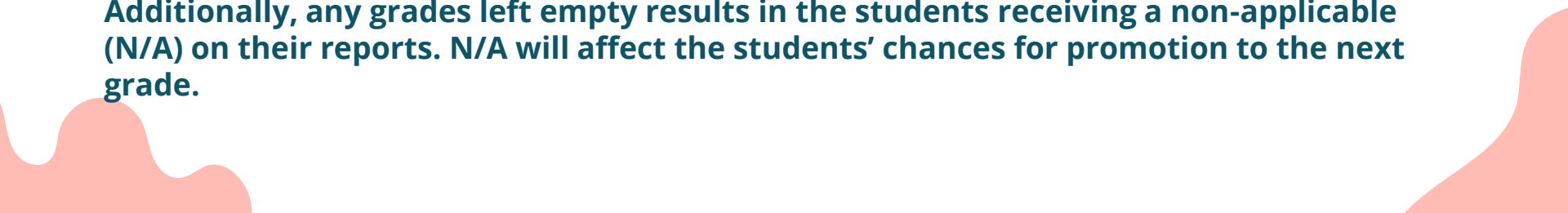


Student guidelines – To be followed by all

- It is imperative for students to attend all classes.
- If a student is absent for:
- **Individual work/presentation:** Students will be expected to present during the next class or the teacher will negotiate a different moment.
- **Group work/presentation:** Students' information will be pulled from the group project and they will present on their own.

Please note: Students are responsible for reminding the teacher upon return and arranging the presentation. Should this not happen, students will not receive a mark and the score box will be left empty.

Additionally, any grades left empty results in the students receiving a non-applicable (N/A) on their reports. N/A will affect the students' chances for promotion to the next grade.



Any questions
about MYP?







THANK YOU!

 Shalini M Easwardas

MYP Coordinator

 mypc@ladyandalschool.edu.in

 www.ladyandalschool.edu.in

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