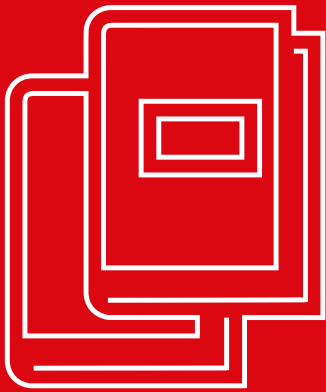




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ISL

IB MYP

Programme

Handbook



ISL IB MYP Programme Handbook

This handbook gives information regarding International Baccalaureate Middle Years Programme (IB MYP) as they are offered at International School of London.

As such, it should be read alongside the general information provided by the International Baccalaureate Organisation (IBO), which can be found at <http://www.ibo.org>.

This guide should also be read alongside the ISL Parent & Student Handbook, distributed each year to all ISL parents and students.

Table of Contents

5	Mission Statements: the ISL and the IBO
	Principles of Teaching and Learning at ISL
6	The IB Learner Profile
7	The Middle Years Programme Model
8	Approaches to Learning (ATL)
9	MYP Global Contexts
10	Service and Action
12	Personal Project & Interdisciplinary eAssessment – Grade 10 only
12	Assessment and Grades
15	Academic Honesty
	Going from MYP to DP
	Acknowledgements



“The core values at the International School of London are Diversity, Understanding, Identity and Passion.”

The ISL Group Mission Statement

The ISL Mission Statement

Since 1972, we have established a welcoming and inclusive community. Our diverse cultures and languages drive all our learning experiences.

We nurture creativity and curiosity to stimulate deep thinking. We foster insight, compassion and resilience to enable us to play a meaningful part in a changing world.

The ISL Vision Statement

We celebrate our stories, our worth and our purpose to make a difference in a shared world.

Principles of Teaching and Learning at ISL

- We promote intercultural thinking, which we understand as the deep appreciation of the voice and experiences of others.
- Effective teachers see students as individuals and personalise learning.
- We foster curiosity through inquiry.
- Effective learners are empowered both academically and personally.
- Effective assessment is an integral part of teaching and learning. It is ongoing and used as a tool for students to reflect on and develop their thinking.
- Students engage with real world problems. Social and environmental activism are central to their learning.



The International Baccalaureate Organisation 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 organisation works with schools, governments and international organisations 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.

The International Baccalaureate Learner Profile

The International Baccalaureate (IB) learner profile describes a broad range of human capacities and responsibilities that go beyond academic success. They imply a commitment to help all members of the school community learn to respect themselves, others and the world around them. Each of the IB's programmes is committed to the development of students according to the IB learner profile. The profile aims to develop learners who are:

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

IB learners strive to be...

Inquirers	They develop their natural curiosity. 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 so doing, 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. They work effectively and willingly in collaboration with others.
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. They take responsibility for their own actions and the consequences that accompany them.
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. They are used to seeking and evaluating different points of view, and are willing to grow from the experience.
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.

Extract from The IB Learner Profile Booklet, IBO Publications 2009

The Middle School Programme Model

The ISL Mission Statement

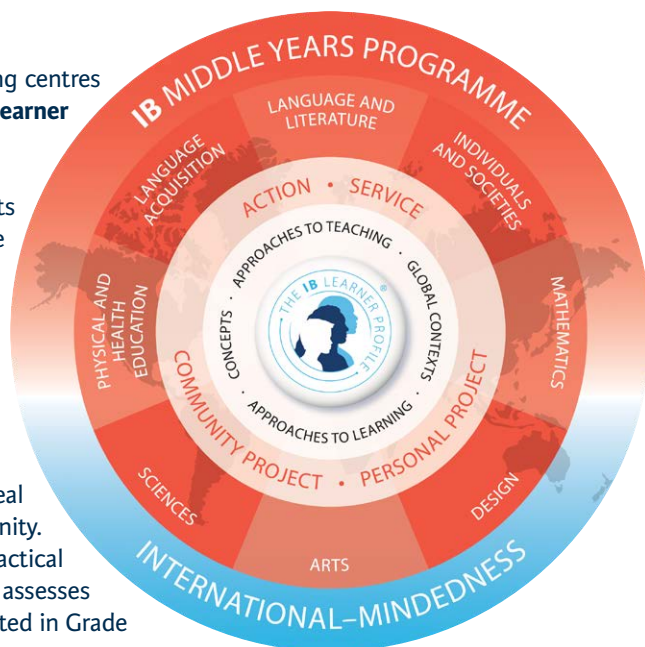
The student is at the heart of the model; everything centres around the student and the development of the **IB Learner Profile** character traits within the student.

Through **Approaches to Learning (ATL)**, students develop skills to learn. Our teachers use **Approaches to Teaching** that challenge students to think, question, and work with others. Students' disciplinary understanding is underpinned by **concepts**, which enable them make connections between disciplines and place their learning into real-world **global contexts**.

Service connects learning in the classroom to the real world through **action** in the local and global community. The **Personal Project** is a student-centred practical exploration of their personal interests, which assesses students' ATL skills. The Personal Project is completed in Grade 10 in the last year of the MYP.

The eight subject groups are offered as **multiple disciplines**. Connections between subjects are often made clear through interdisciplinary projects.

International-mindedness of the programme helps our students develop into responsible global citizens. As such, we work with our students to be open to diverse cultures, speak multiple languages, and understand that people with different views, backgrounds and perspectives can also be right.



“We do not learn from experience...
We learn from reflecting on experience.”

John Dewey

Approaches to Learning (ATL)

At ISL, we place great emphasis on 'learning how to learn'. These skills are known as the Approaches to Learning (ATL) skills.

ATL skills develop best when students reflect on their learning at the end of a unit of work. ISL teachers inform students that they will be developing certain ATL skills during units of work.

Students' development of ATL skills is evaluated by teachers and recorded in semester reports. The evaluation of ATL skills is such that students either **Always (A), Usually (U), Occasionally (O), or Never (N)** demonstrate age-appropriate ATL skills.

Learning Skills in the MYP

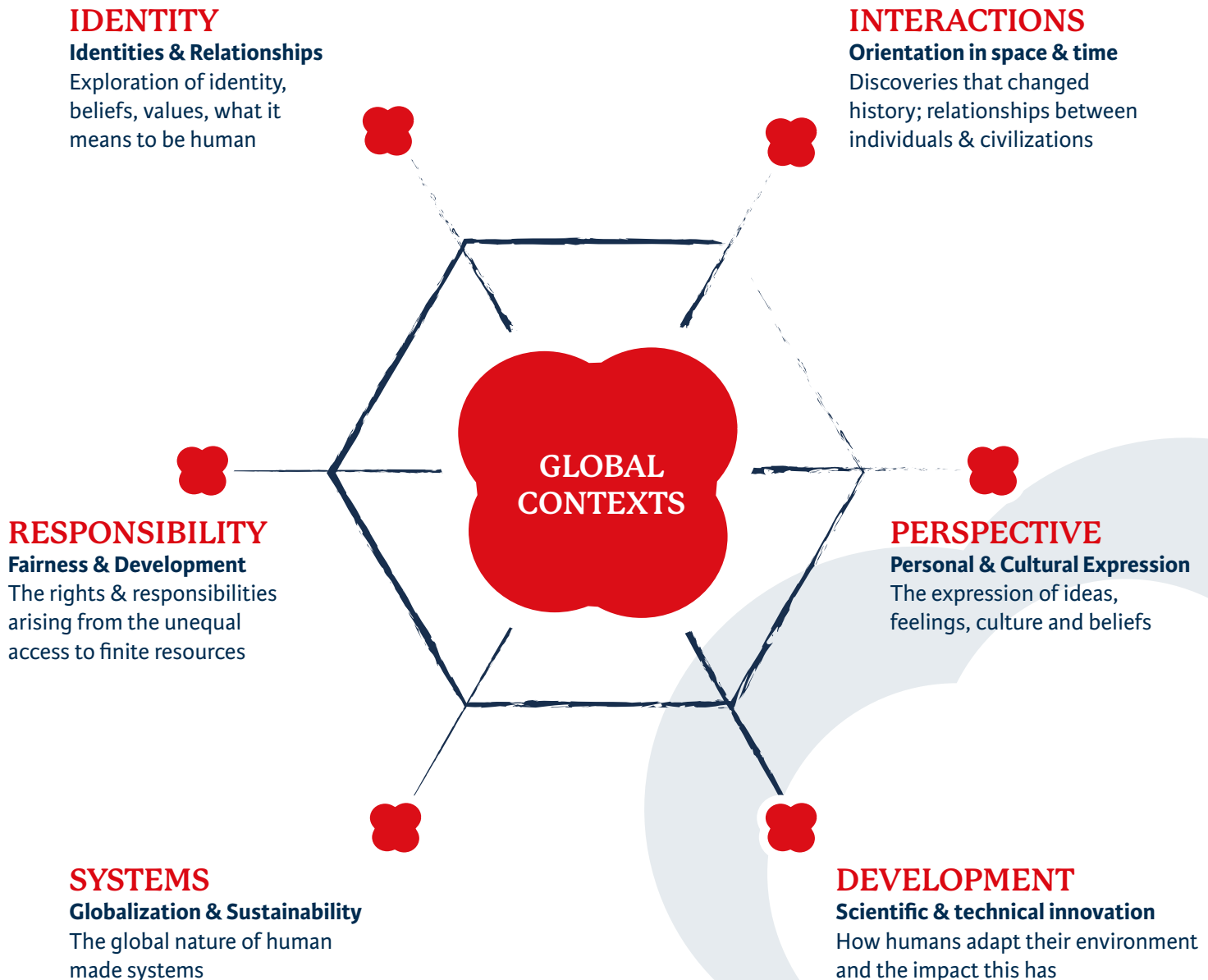


MYP Global Contexts?

In the MYP, learning contexts should be (or should model) authentic world settings, events and circumstances. Contexts for learning in the MYP are chosen from global contexts to encourage international-mindedness and global engagement within the programme.

Students at the MYP age range learn best when their learning experiences have context and are connected to their lives and to the world that they have experienced. When learning becomes meaningful and relevant, students are more likely to be engaged.

'MYP: From principles into practice' published in May 2014 by IBO



Service and Action

Students take action when they apply what they are learning in the classroom and beyond. At ISL, we promote meaningful Service Learning, which is supported through reflections on Managebac, as the students progress through their Service Learning activities.

Learning Outcomes

1

Awareness

The activity will help you come to know yourself better as a person, acknowledging your strengths and weaknesses.

2

Ethics

During the activity, you may deal with an ethical dilemma or need to think about the possible impact or consequences of your action.

3

Global Value

The activity involves an issue that impacts the international community. You may be involved in a global issue that can be acted upon locally and/or nationally.

4

Initiative

The activity will require you to take on a leadership role in creation, planning and/or implementation.

5

Collaboration

The activity will require you to work with others to effectively contribute to the community.

6

Challenge

The activity may be unfamiliar to you and will require you to take part in situations that you have never been in before.

7

Commitment and Perseverance

The activity will require that you participate regularly and accept a part of responsibility for dealing with challenges/problems that arise over the course of participating.

8

New Skills

The activity will require you to acquire skills that you did not have before, or to increase your expertise in a previously learned skill.

How is the Service & Action assessed?

Each student has an SA blog on ManageBac where they log their activities. This includes an indication of what type of activity it is and what learning outcome it meets.

Reflections are an essential component of the Service Learning Programme. They help students to become more aware of the needs within the community, their own responsibilities, and the contributions they make to the local and global communities.

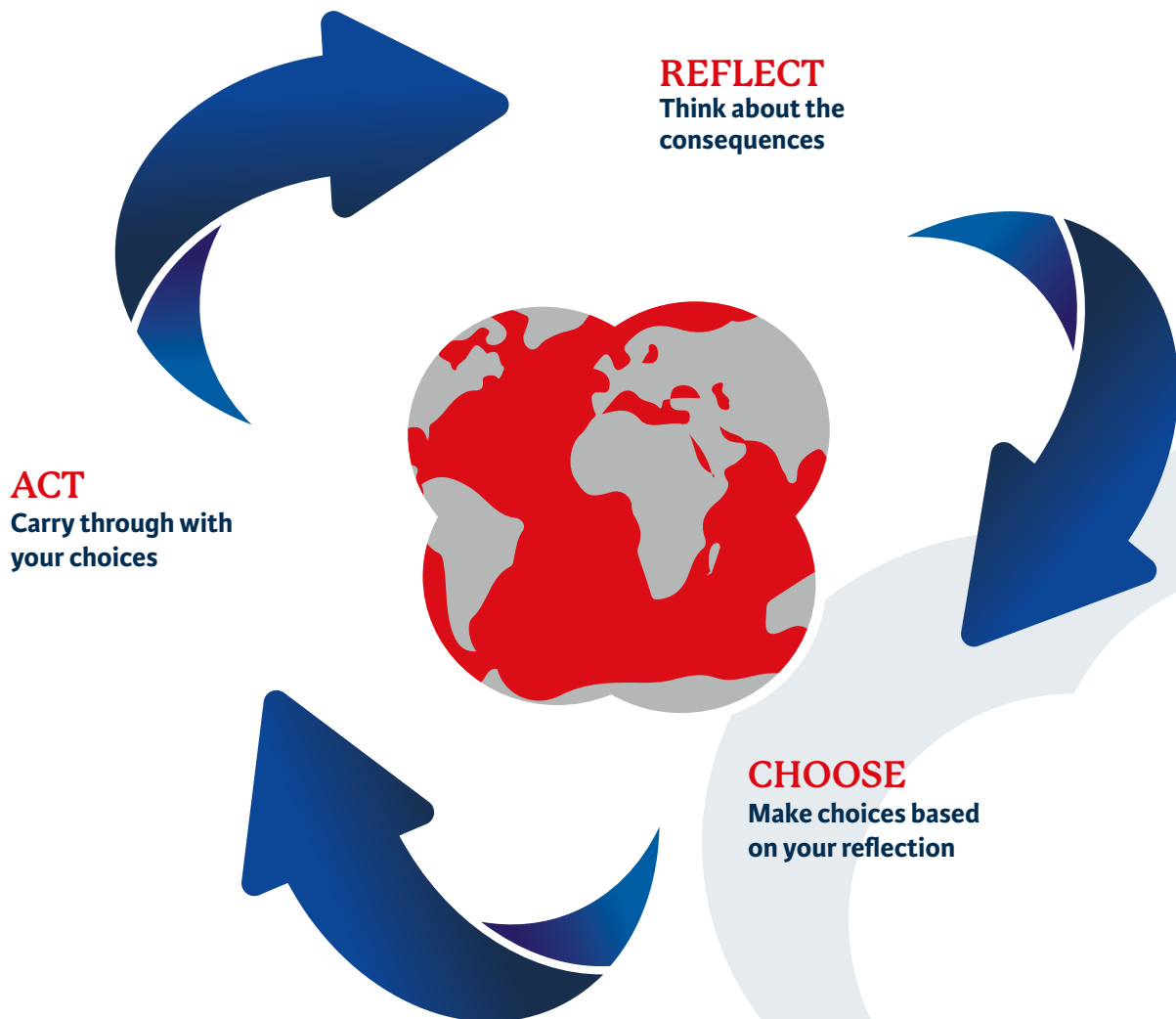
The SA requirements are:

Grade 6 – minimum **four** activities/projects

Grade 7 and 8– minimum **six** activities/projects

Grades 9 and 10 minimum **eight** activities/projects

The Service Learning leader checks on students' progress minimum twice a year. Students' progress will be recorded in Semester Reports as follows: **Excellent, On-track, or Concern.**



Personal Project & Interdisciplinary eAssessment – Grade 10 only

The Personal Project is the best example of independent learning that students experience in the final year of the MYP. The Personal Project encourages students to practise and strengthen their ATL skills, consolidate prior and subject-specific learning and develop an area of personal interest. Personal projects revolve around a challenge that motivates and interests individual students.

The aims of the MYP Personal Project are to allow students to:

- engage in personal inquiry on issues that are relevant to them, through a global context as a framework for learning
- demonstrate the skills, attitudes and knowledge required to complete a project over an extended period of time
- reflect on their learning and knowledge
- set themselves up for future success in the IBDP extended essay

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 Grade 10.

Grade 10 students also take part in MYP eAssessment for interdisciplinary learning. On-screen examinations are formal external assessments.

Examination blueprints define the structure of tasks that simulate, replicate and sample formative internal assessments. MYP interdisciplinary learning on-screen examinations comprise three tasks.

Task	Assessment Criteria	Points	
Disciplinary grounding	Assesses relevant knowledge and skills from the perspective of MYP language and literature, individuals and societies, mathematics or sciences. (Criterion A)	30	
Synthesis and communication of interdisciplinary understanding	Assesses students' ability to synthesize disciplinary knowledge in order to address a real-world challenge (Criterion B), using effective strategies to communicate interdisciplinary understanding. (Criterion C)	30	60
		30	
Reflecting	Assesses students' ability to evaluate the benefits and limitations of disciplinary and interdisciplinary knowledge, as well as their own strengths and weaknesses as interdisciplinary learners. (Criterion D)	30	

On-screen examinations for interdisciplinary learning help students prepare for the Diploma Programme interdisciplinary courses and theory of knowledge

Assessment and Grades

MYP assessment at ISL comprises a broad range of performance tasks which measure what students can 'do'. Teachers use assessment data to inform teaching and students value assessment opportunities to reflect on learning. The nature of assessment, therefore, should be varied, creative and challenging, which promotes critical thinking and metacognitive development. The MYP assessment cycle involves setting individual goals, developing and implementing assessment strategies, analysing outcomes, and creating action plan. This continuous process should support a personalised approach to teaching and learning.

ISL IB MYP Programme Handbook

- Assessment of Learning - Teachers use assessment (usually summative) to measure the quantity and accuracy of student work and highlight the learning that has taken place.
- Assessment for Learning - Teachers use assessment (usually formative) to collect a wide range of data so that they can modify the learning work for their students and use the insights that come from the process to design the next steps.
- Assessment as learning - Students personally monitor, in conjunction with teachers and parents, what they are learning and use the feedback from this monitoring to make adjustments, adaptations, and even major changes in what they understand (metacognition).

Assessment Criteria

For each subject, there are four criteria (graded out of 8 points), which measure different important aspects of the subject.

MYP OBJECTIVES BY SUBJECT GROUP				
	Language & Literature	Language Acquisition	Individuals & Societies	Sciences
A	Analysing	Comprehending spoken & visual text	Knowing & understanding	Knowing & understanding
B	Organising	Comprehending written & visual text	Investigating	Inquiring & designing
C	Producing text	Communicating in response to text	Communicating	Processing & evaluating
D	Using language	Using language in spoken or written form	Thinking critically	Reflecting on the impacts of science
	Mathematics	Physical & Health Education	Arts	Design
A	Knowing & understanding	Knowing & understanding	Knowing & understanding	Inquiring & analysing
B	Investigating patterns	Planning for performance	Developing skills	Developing ideas
C	Communicating	Applying & performing	Thinking creatively	Creating the solution
D	Applying math in real-life contexts	Reflecting & improving performance	Responding	Evaluating

Semester Grades

Each criterion must be assessed at least twice per year. The teacher will determine the ‘best sustained effort’ for each criterion and give a semester grade for that criterion. Criterion levels will then be added up and converted to a 7-point scale.

Using the grade boundaries in the chart below, students get a final grade out of 7 for each subject.

Grade	Boundary Guidelines	Descriptor
1	1-5	Produces work of very limited quality. Conveys many significant misunderstandings or lack of 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 classrooms 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.

Teachers use professional judgement of the student’s ‘best sustained effort’. This means that for each semester, teachers look at all the grades awarded and look for a trend in the grades. They do not take an average of the grades, but apply a ‘best-fit approach’ to find the grade that best matches the students’ current level.

Academic Honesty

At ISL, we believe that academic honesty is an important dimension in the authentic construction of meaning and learning in all IB programmes.

All MYP students will receive guidance and instruction on academic honesty by tutors, librarians, and the MYP Coordinator. Subject teachers should also provide guidance on the correct use of referencing standards in their subject.

We believe that all students:

- i. should be honest in presenting their school work
- ii. can gain knowledge and understanding from the ideas of other people, understanding these ideas need to be acknowledged
- iii. should understand that their teachers value their learning and ideas
- iv. should present their ideas in their own words
- v. should feel empowered to report any academic misconduct
- vi. should understand that working in groups can be a powerful learning experience, and what they present to their teacher is their own individual work, expressed in their own words
- vii. should understand the benefits of properly conducted research and respect for the creative efforts of others
- viii. should be given the opportunity to understand what academic honesty is and how to uphold the school's academic honesty expectations

Going from MYP to DP

The MYP prepares students for the DP by reflecting the depth, breath and balance that is characteristic of all IB programmes.

As they move through educational systems and schools structures, students benefit from the consistent educational aims, clear pathways for progression through academic disciplines, and shared approaches to teaching.

At ISL, we provide sound transition programmes between sections – PYP / MYP / DP, and therefore, our students are well prepared for the next step of their development.

In Grade 9, students experience the world of work for one week. They are encouraged to find a work place of their interest, develop CV writing skills and learn effective interview skills. Getting a work placement relevant to their potential career path, or an area in which they are interested, adds value to their experience away from school, and can provide the motivation to succeed in exams.

In Grade 10, students go through several stages of interview process to make subject choices in DP. The Secondary academic leadership provides guidance on the subject choices that match with their aptitude, interest and desire. Students also sit the end-of-year exams to be better prepared for the exam conditions that they will experience in DP. Taster Days also provide the opportunity for students to experience DP subjects at the end of Grade 10.

Acknowledgements:

This handbook contains information compiled at ISL as well as information issued by the IBO. Copyright of this handbook remains with the IB for their information, with ISL and its staff, and the creators of the images included in this handbook, which were publically available via a Google image search.



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