

INTRO TO MYP (MIDDLE YEARS PROGRAMME)

Somers Middle School

MYP Coordinator: Jenna Schettino

Jschettino@somersschools.org

WHAT IS THE MYP?

The Middle Years Programme (MYP) is a great way to grow and learn in middle school.

Students:

- Study a range of different subjects in interesting ways
- Are assessed with a wide range of methods, not just tests!
- Learn to make connections between your subjects.
- Make connections with the real world.
- Grow into a global citizen – someone who cares more for the world around you.
- Are prepared for the world beyond school and success in the future

WHAT DOES IT LOOK LIKE IN THE CLASSROOM?



shutterstock.com • 185558963



MYP is Conceptually Driven

- ▶ IB in 3 Concetual Learning and Understanding

The Learner Profiles- at the Heart of MYP

- ▶ At the heart of the IB is the “learner profile”, a long-term, holistic vision of education that underpins all IB programmes and puts the *student at the center of everything we do*
- ▶ The learner profile unites us all with a common focus: on the whole person, as a ***lifelong learner***. It applies to us all – student, teacher, parent or administrator – for we are all ***continually learning***.

Learner Profiles

Which learner profile best describes you?

Drop it in the chat box

IB learner profile

The aim of all IB programmes 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.

As IB learners we strive to be:

INQUIRERS

We nurture our curiosity, developing skills for inquiry and research. We know how to learn independently and with others. We learn with enthusiasm and sustain our love of learning throughout life.

KNOWLEDGEABLE

We develop and use conceptual understanding, exploring knowledge across a range of disciplines. We engage with issues and ideas that have local and global significance.

THINKERS

We use critical and creative thinking skills to analyse and take responsible action on complex problems. We exercise initiative in making reasoned, ethical decisions.

COMMUNICATORS

We express ourselves confidently and creatively in more than one language and in many ways. We collaborate effectively, listening carefully to the perspectives of other individuals and groups.

PRINCIPLED

We act with integrity and honesty, with a strong sense of fairness and justice, and with respect for the dignity and rights of people everywhere. We take responsibility for our actions and their consequences.

OPEN-MINDED

We critically appreciate our own cultures and personal histories, as well as the values and traditions of others. We seek and evaluate a range of points of view, and we are willing to grow from the experience.

CARING

We show empathy, compassion and respect. We have a commitment to service, and we act to make a positive difference in the lives of others and in the world around us.

RISK-TAKERS

We approach uncertainty with forethought and determination; we work independently and cooperatively to explore new ideas and innovative strategies. We are resourceful and resilient in the face of challenges and change.

BALANCED

We understand the importance of balancing different aspects of our lives—intellectual, physical, and emotional—to achieve well-being for ourselves and others. We recognize our interdependence with other people and with the world in which we live.

REFLECTIVE

We thoughtfully consider the world and our own ideas and experience. We work to understand our strengths and weaknesses in order to support our learning and personal development.

The IB learner profile represents 10 attributes valued by IB World Schools. We believe these attributes, and others like them, can help individuals and groups become responsible members of local, national and global communities.



International Baccalaureate®
Baccalauréat International®
Bachillerato Internacional®

© International Baccalaureate Organization 2013

International Baccalaureate® | Baccalauréat International® | Bachillerato Internacional®

Units are framed by Inquiry Questions

Inquiry Questions	Used to unpack the Statement of Inquiry and scaffold the inquiry and the action.
Factual	Factual questions often start with “what”. These questions build a common vocabulary and understanding of language or key terms, concepts, or explorations.
Conceptual	Conceptual questions often start with “how” or “why”. These questions help students acquire the meaning of certain ideas. These questions build on the factual questions and lead students to answers.
Debatable	Debatable questions allow students to construct personalized meaning based on inquiries into the factual and conceptual. These questions often begin with “Is”, “Should”, “To what extent” and ask learners to justify their claim.

Examples:

If I were Creating a Unit on Learner Profiles- These would be my Three Inquiry Questions:

Factual- What are the 10 Learner Profiles?

Conceptual- What is the Best Way to teach the learner profiles to students?

Debatable- If there were an 11th Learner Profile- what should it be?

Drop your answer to the debatable question in the chat box!

What Students are Saying...

Most of my classes always had me write reflective pieces after a project and I feel like after a while it became natural for me to constantly reflect on not only my work in IB but different achievements in my life in general.

Learner Profile Traits
most easily nurtured

I think I really open-minded and have now become way more reflective. I used to be afraid to step out of my comfort zone for a lot of things... With these new opportunities, I have learned how to be more reflective towards my actions, what works, what doesn't etc.

I think I most embody the trait of an inquirer, as I truly love the idea of learning and thinking throughout life (both with myself and others).

The learner profile trait of being caring is what I have always identified with the most and continue to identify with as I have moved through the curriculum. My empathy and want to help others is what drove me to write most of my IAs.

Inquirer. I ask a lot of questions, and before IB I wasn't allowed to explore everything I was interested in. When we first talked about covid I learned a lot I didn't know and was able to educate family members

What Students are Saying...

I think I still need to get better at being reflective. I feel I don't learn from my mistakes as much as I should and without grades, it's hard to get feedback

I think there's always room for improvement everywhere. I can learn how to be more reflective, more principled, etc. I think that might be my biggest one I need to work on. I had a lot of instances where I did a project or draft very last minute when I had the resources to help me excel. However, my procrastination always got the best of me and made this whole IB experience way more stressful than it should've been

I would like to be a better inquirer. I would like to form my own thoughts. I am still learning how to be confident in my responses and I am always scared to be the first person to make a comment in a discussion. I need to trust myself more and be willing to ask more questions. This also connects to balance."

about Learner Profile Traits that need more nurturing.

I think I could work on being a better communicator. Although my ability to convey my ideas through writing improved a lot over the past two years, I think my oral communication skills could be improved still! I did get a bit better at that skill, but there's always room for improvement. I think in class discussions I might have an idea but not know how to articulate it in the way that I'd like to

I still need to work on becoming more balanced. I struggled a lot during IB to self motivate and found it hard to create deadlines for myself. This ended up in me procrastinating and not doing big assignments until the last minute.

I think I still need to work on being more of a risk taker especially when it comes to school work because sometimes I find that I always take the safer route in fear of hurting my grade."

Deep Dive: Being an Inquirer



If I were Creating a Unit
on Learner Profiles-
These would be my
Three Inquiry Questions:

Factual- What are the 10
Learner Profiles?

Conceptual- What is the
best way to teach the
learner profiles to
students? Support your
thinking with evidence.

Debatable- If there
were an 11th Learner
Profile trait, what should
it be? Support your
thinking with evidence.

Connect, Extend,
Challenge -
Communicator: ***How
can I foster these traits
at home?***

How can I foster at home?

Questions you might ask at dinner or on the car ride...

What questions did you ask today? (inquirer)

When did you feel the most courageous? (risk taker)

If you could do something differently, what would it be? (reflective)

With whom did you eat lunch with today? (caring)

Post daily affirmations on the fridge...

Making mistakes means I'm learning

It doesn't have to be perfect to be beautiful

A close-up photograph of a person's hand holding a black pen, writing on a spiral-bound notebook. The notebook has a grid pattern with numbers and dots. The image is partially obscured by three black text boxes with white text.

WHAT I LEARNED THIS WEEK #1

**The process is just as
important as the product.**