



Middle Years Programme



The IB Middle Years Programme

Education for a better world



International Baccalaureate®
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THE MIDDLE YEARS PROGRAMME: PREPARING STUDENTS TO BE SUCCESSFUL IN SCHOOL AND TO BE ACTIVE, LIFELONG LEARNERS

What is an International Baccalaureate (IB) education?

The IB continuum of international education, for students aged 3 to 19, is unique because of its academic and personal rigour, challenging students to excel in their studies and personal growth. The IB aims to inspire a quest for learning throughout life that is marked by enthusiasm and empathy.

The IB aspires to help schools develop well-rounded students, who respond to challenges with optimism and an open mind, are confident in their own identities, make ethical decisions, join with others in celebrating our common humanity and are prepared to apply what they learn in real-world, complex and unpredictable situations.

The IB offers high-quality programmes of international education that share a powerful vision. An IB education:

- ✔ Focuses on learners – the IB’s student-centred programmes promote healthy relationships, ethical responsibility and personal challenge
- ✔ Develops effective approaches to teaching and learning – IB programmes help students to develop the attitudes and skills they need for both academic and personal success
- ✔ Works within global contexts – IB programmes increase understanding of languages and cultures, and explore globally significant ideas and issues
- ✔ Explores significant content – IB programmes offer a curriculum that is broad and balanced, conceptual and connected.

Informed by values described in the learner profile, IB learners strive to become inquirers, knowledgeable, thinkers, communicators, principled, open-minded, caring, risk-takers, balanced, and reflective. These attributes represent a broad range of human capacities and responsibilities that go beyond intellectual development and academic success.

What is the IB Middle Years Programme (MYP)?

The MYP is designed for students aged 11 to 16. It provides a framework of learning that encourages students to become creative, critical and reflective thinkers. The MYP emphasizes intellectual challenge, encouraging students to make connections between their studies in traditional subjects and the real world. It fosters the development of skills for communication, intercultural understanding and global engagement—essential qualities for young people who are becoming global leaders.

The MYP is flexible enough to accommodate most national or local curriculum requirements. It builds upon the knowledge, skills and attitudes developed in the IB Primary Years Programme (PYP) and prepares students to meet the academic challenges of the IB Diploma Programme (DP) and the IB Career-related Programme (CP).

The IB Middle Years Programme:

- ✔ Addresses holistically students’ intellectual, social, emotional and physical well-being
- ✔ Provides students opportunities to develop the knowledge, attitudes and skills they need in order to manage complexity and take responsible action for the future
- ✔ Ensures breadth and depth of understanding through study in eight subject groups
- ✔ Requires the study of at least two languages (language of instruction and additional language of choice) to support students in understanding their own cultures and those of others
- ✔ Empowers students to participate in service within the community
- ✔ Helps to prepare students for further education, the workplace and a lifetime of learning.



The curriculum

The MYP consists of eight subject groups: language acquisition, language and literature, individuals and societies, sciences, mathematics, arts, physical and health education, and design. Student study is supported by a minimum of 50 hours of instruction per subject group in each academic year. In years 4 and 5, students have the option to take courses from six of the eight subject groups, which provides greater flexibility.

The MYP: a unique approach, relevant for a global society

The MYP aims to help students develop their personal understanding, their emerging sense of self and responsibility in their community.

MYP teachers organize the curriculum with appropriate attention to:



Teaching and learning in context

Students learn best when their learning experiences have context and are connected to their lives and the world that they have experienced. Using global contexts, MYP students explore human identity, global challenges and what it means to be internationally minded.



Conceptual understanding

Concepts are big ideas that have relevance within specific disciplines and across subject areas. MYP students use concepts as a vehicle to inquire into issues and ideas of personal, local and global significance and examine knowledge holistically.



Approaches to learning (ATL)

A unifying thread throughout all MYP subject groups, approaches to learning provide the foundation for independent learning and encourage the application of their knowledge and skills in unfamiliar contexts. Developing and applying these skills help students learn how to learn.



Service as action (community service)

Action (learning by doing and experiencing) and service have always been shared values of the IB community. Students take action when they apply what they are learning in the classroom and beyond. IB learners strive to be caring members of the community who demonstrate a commitment to service—making a positive difference to the lives of others and to the environment. Service as action is an integral part of the programme, especially in the MYP community project.



Language and identity

MYP students are required to learn at least two languages. Learning to communicate in a variety of ways is fundamental to their development of intercultural understanding and crucial to their identity affirmation.



MYP projects

MYP projects provide students the opportunity to demonstrate what they have learned in the MYP. In schools that include MYP years 5, all students must complete the personal project. In programmes that include MYP years 4 or 5, schools may offer students the opportunity to do both the community project and the personal project. In schools that include MYP year 3 or 4, students must complete the community project.

- ✔ The **community project** encourages students to explore their right and responsibility to implement service as action in the community. Students may complete the community project individually or in small groups.
- ✔ Each student develops a **personal project** independently, producing a truly personal and creative piece of work that stands as a summative review of their ability to conduct independent work.

IB quality assurance

Any school, or group of schools, wishing to offer one or more IB programme must first be authorized to do so by the IB organization. The requirements are the same for all schools, and the procedure is designed to ensure that schools are well-prepared to implement the programme(s) successfully. All IB World Schools are required to participate in an ongoing process of review and development, using the same programme standards and practices.

Services and support for schools

As part of its ongoing commitment to the development of a highly skilled global learning community, the IB provides a wide range of high-quality professional development opportunities to help new and experienced school leaders and educators understand, support and successfully deliver IB Programmes.

To further support professional development, IB educator certificates and IB leadership certificates are offered for completing an IB recognized course of study offered by a network of higher education institutions.

School leaders and educators can also serve as IB workshop leaders, school visitors, consultants, examiners, moderators or curriculum developers. Other ways to participate in the IB community include sharing good practices in the online IB Journal of Teaching Practice and through blogs and other social media networks. Other IB services include: access to curriculum materials and related publications, marketing support, networking opportunities, and assistance with university and government recognition.



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Assessment in the MYP: rigorous criteria, applied consistently worldwide

MYP assessment standards are consistent around the world. In order to maintain the rigour for which the IB is renowned, the MYP assessment model is criterion-related. Teachers structure varied and valid assessment tasks so that students can demonstrate achievement according to objectives defined by the IB. Tasks are assessed against established criteria, not against the work of other students.

A good curriculum develops a range of student skills. The MYP encourages teachers to assess this acquired skill set, including how to succeed in written examinations. Typical MYP assessment tasks include open-ended, problem-solving activities and investigations, organized debates, tests and examinations, hands-on experimentation, analysis and reflection. MYP assessment is carried out by teachers, according to the criteria defined by the IB.

MYP assessment from 2016

Along with the introduction of mandatory moderation of the personal project, 2016 sees a change in the optional external assessment for the MYP. The new optional MYP eAssessment provides external evaluation for students in MYP year 5 (15–16 years old) that leads to the internationally recognized IB MYP certificate and IB MYP course results.

MYP eAssessment represents a balanced, appropriately-challenging model that comprises examinations and coursework.

Two-hour examinations in four subject groups (language and literature, sciences, mathematics, individuals and societies) and in interdisciplinary learning are individually marked by IB examiners. Portfolios of student work for four subject groups (language acquisition, physical and health education, arts, and design) are moderated by IB examiners to international standards.

These innovative assessments focus on conceptual understanding and the ability to apply knowledge in complex, unfamiliar situations. They offer robust and reliable assessment of student achievement in the MYP.

“ The MYP’s thoughtful, multi-faceted curriculum framework aligns with our school’s core values: international mindedness, academic integrity and service. In the wider community, the MYP helps to sustain inquiry into our common humanity and shared guardianship of the planet. ”

Dr. Aloha Lavina, MYP Principal,
Concordian International School,
Bangkok, Thailand

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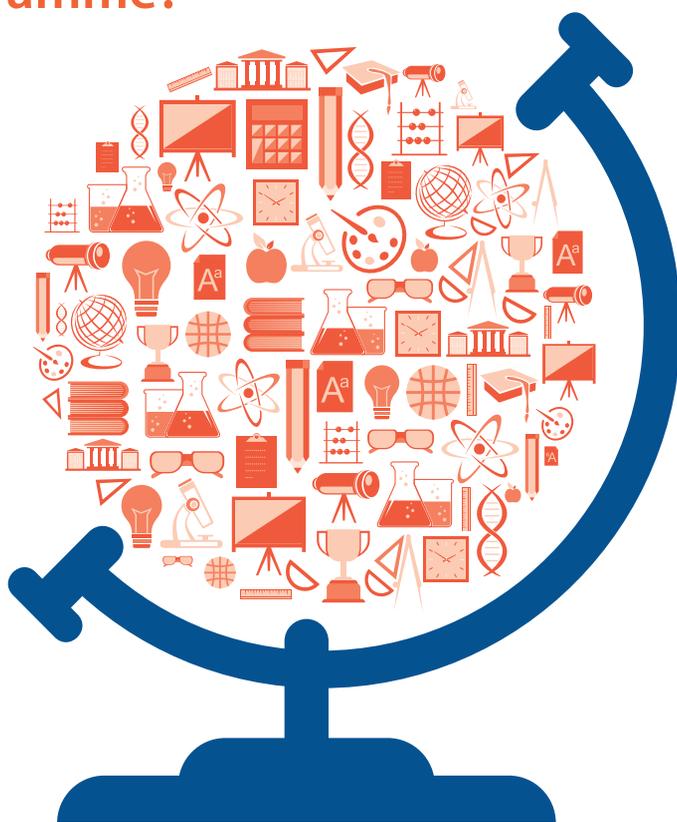
Frequently asked questions about the Middle Years Programme

What is the Middle Years Programme?

The Middle Years Programme (MYP) is a curriculum framework designed for learners aged 11–16 by the International Baccalaureate (IB). The MYP is a five-year programme, which can be implemented in a partnership between schools or in abbreviated two-, three- or four-year formats.

In an MYP classroom, you'll notice that the students are at the centre of learning. They are drawing connections between all subject areas, learning is explicitly linked to the world around them, participation in a foreign language is required, and a variety of formal and informal assessments are used to inform teaching and learning. MYP learning experiences infuse global points of view wherever possible in order to promote understanding of other cultures, an awareness of the human condition and an understanding that there is a commonality of human experience.

The MYP curriculum framework comprises eight subject groups, providing a broad and balanced education for early adolescents. Students take the core courses of language and literature, individuals and societies, mathematics, sciences, physical and health education, language acquisition, arts, and design. A unique feature of the programme is that it extends the traditional curriculum to include immersion in four themes—approaches to teaching and approaches to learning, global contexts and concepts. Students also complete a personal project, which is an independent piece of work that may be an essay, an artistic production or another form of expression.



What are the advantages of an IB education?

- ✔ IB World Schools (the only schools authorized to offer IB programmes) are subject to a strict accreditation process monitored by the IB, ensuring that schools provide a high-quality education.
- ✔ IB teaching methods and curriculums are research-based and draw from the best educational practices from systems around the world.
- ✔ IB teachers are required to participate in many professional development opportunities to continually promote their awareness of current educational practices and new thinking.
- ✔ IB programmes are recognized internationally and ease the educational transition of mobile students so that their education is not adversely affected if their families relocate.





Do IB teachers receive special training?

All MYP teachers receive professional development in the IB's approaches to teaching and approaches to learning from certified IB workshop leaders. This is a requirement for IB World Schools implementing the MYP.

Are IB programmes considered “gifted” programmes?

In most cases, the MYP requires schoolwide implementation and therefore encompasses all students. All teachers who teach in MYP classrooms are required to participate in collaborative planning and reflection to make their teaching practices consistent and to foster a holistic approach to education. A growing body of evidence suggests a positive relationship between teacher collaboration and student achievement. Students who complete the MYP are well-prepared to undertake the IB Diploma Programme or Career-related Programme.

Does implementing an IB programme mean my child's school will not teach local or national standards such as the Common Core?

The IB is committed to making sure that students in IB programmes meet and exceed local or national standards. With the implementation of any IB programme, schools are required to examine their curriculum carefully to ensure that there is alignment with local, state or national standards. More information on the IB and the Common Core is available at www.ibo.org.

Have studies been done on the impact of the MYP?

The IB places great value on external validation of its programmes, curriculums and professional development. A recent study found that Middle Years Programme students in a US public school district were more likely to achieve a proficient or advanced performance level on state mathematics and science assessments than their counterparts in five comparison schools. Additional studies on programme impact, quality assurance, programme development and assessment research are available at www.ibo.org/research.

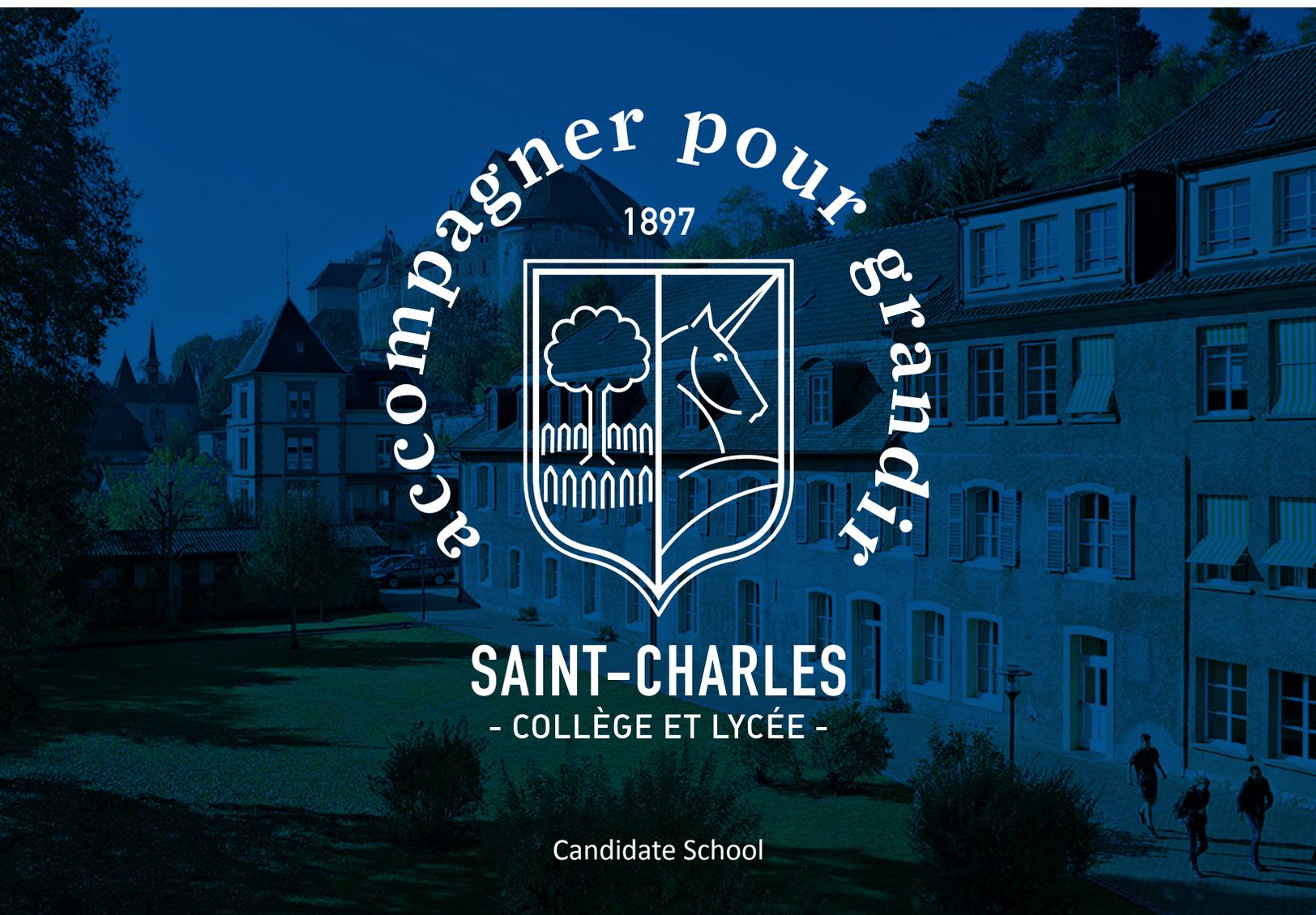
Are there external assessments in the MYP like in the Diploma Programme?

In the final year of the programme, the optional MYP eAssessment provides a balanced and age-appropriate strategy that schools can use to validate student achievement: Students demonstrate their understanding and skills through classroom performance, onscreen final examinations and a personal project conducted over an extended period of time. Students who undertake external assessment are eligible for IB Course Results and the IB MYP Certificate. Find out more about MYP assessment.

How can I learn more about the IB and MYP?

- ✔ Visit the IB website at www.ibo.org
- ✔ Attend school meetings and events
- ✔ Speak with your school's MYP coordinator
- ✔ Speak with your child's MYP classroom teacher.

Learn more about the process of becoming
an IB World School
at www.ibo.org/become or email ibid@ibo.org.



Learn more about the Middle Years IB Program at Saint-Charles

Visit: www.Saint-Charles.ch or e-mail: admissions@saint-charles.ch

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