



Gjøvikregionen International School

*Candidate school for the
Middle Years Programme
(MYP)*

New to the MYP? New to the IB?

What are the expectations for

Students?

Parents?

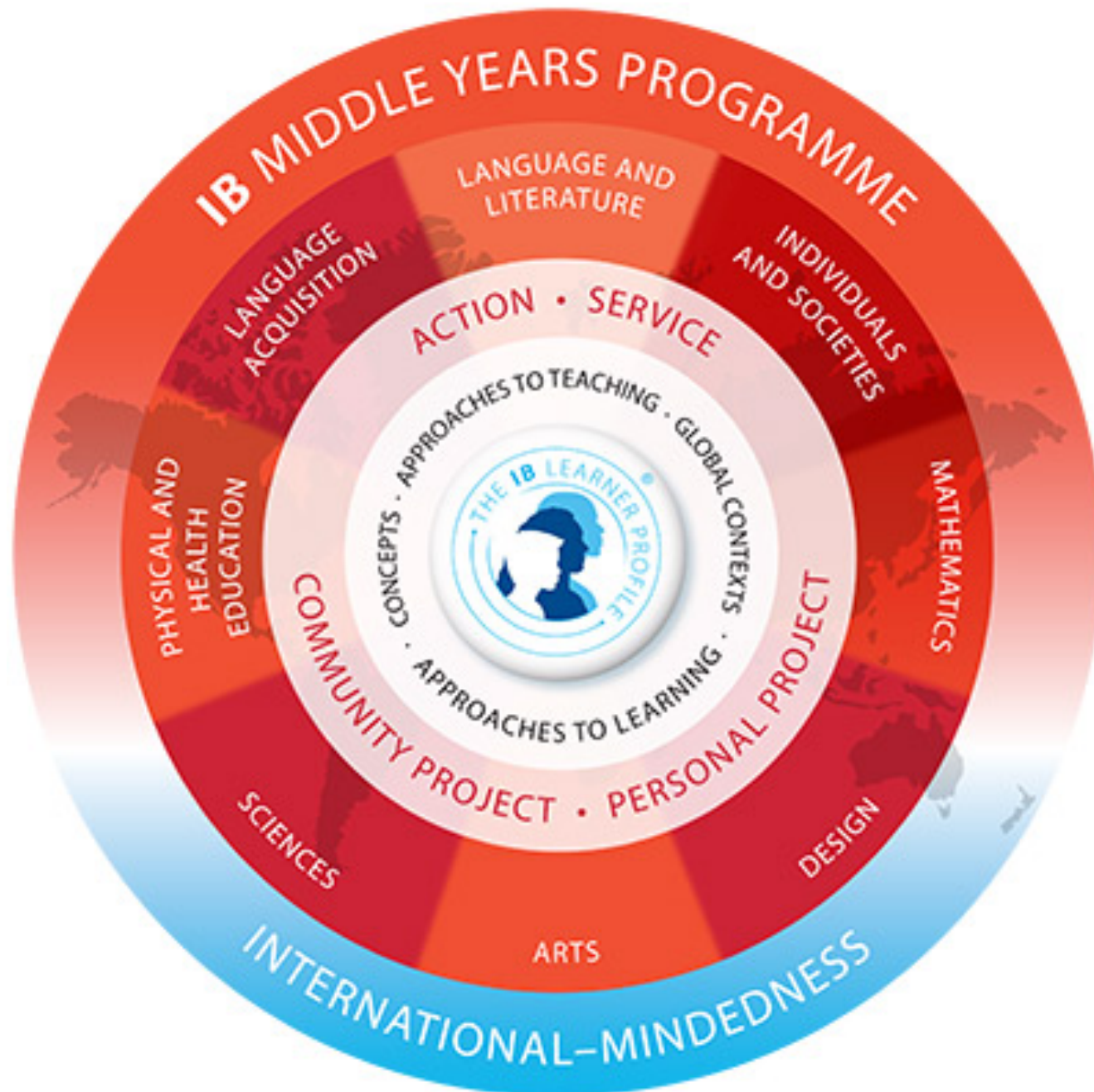
The school?

What is the reality for

Students?

Parents?

The school?



MYP Curriculum organiser

What do you see?

- ❖ Child centered
- ❖ *Approaches to learning and Approaches to teaching*
- ❖ Action, Service
- ❖ Community project or personal project
- ❖ 8 subject groups
- ❖ International mindedness

IB vs Norwegian state schools: the essence

- **Different pedagogical program;**
different practices: **inquiry based**
- **Systemic development of in-depth learning**
- Conceptual understanding and interdisciplinary learning
- Focus on learning processes
- English as medium of instruction – Norwegian a subject
- **Different pedagogical program;**
different practices: **more teacher driven**
- Topic based
- Content based
- Focus on recall of information
- Norwegian as medium of instruction – English a subject

Activity: assessment and the MYP

- ❖ MYP Assessment uses standards tables called **rubrics**.
- ❖ Student work is matched to the **descriptors** in cells in the table.

Part of the challenge for our students is to learn how to do this!

Let's practise!

Example standards table

(MYP 3 rubric for Criterion A, Sciences)

Achievement levels	IB MYP 3 achievement level descriptors				
	0	1-2	3-4	5-6	7-8
A – Knowing & Understanding The student.....	does not reach a standard indicated by any of the descriptors below.	(i) recall scientific knowledge	i. state scientific knowledge	i. outline scientific knowledge	i. describe scientific knowledge
		ii. apply scientific knowledge and understanding to suggest solutions to problems set in <u>familiar situations</u>	ii. apply scientific knowledge and understanding to solve problems set in <u>familiar situations</u>	ii. apply scientific knowledge and understanding to solve problems set in <u>familiar situations</u> and suggest solutions to problems set in <u>unfamiliar situations</u>	ii. apply scientific knowledge and understanding to solve problems set in <u>familiar and unfamiliar situations</u>
		iii. apply information to make judgments.	iii. apply information to make <u>scientifically supported</u> judgments.	iii interpret information to make <u>scientifically supported</u> judgments.	iii. analyse information to make <u>scientifically supported</u> judgments.

1-2	3-4	5-6	7-8
iii. apply information to make judgments.	iii. apply information to make <u>scientifically supported</u> judgments.	iii interpret information to make <u>scientifically supported</u> judgments.	iii. analyse information to make <u>scientifically supported</u> judgments.



▨ Where the Red Squirrel can live now

■ A prediction of where the Red Squirrel can live in the future

Will climate change affect where the red squirrel will live in the future?

FIGURE 4-2 Current and predicted Future 3 distribution for the red squirrel.

SOURCE: Songer et al. (2013). Reprinted with permission.

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iii. apply information to make judgments.	iii. apply information to make <u>scientifically supported</u> judgments.	iii interpret information to make <u>scientifically supported</u> judgments.	iii. analyse information to make <u>scientifically supported</u> judgments.



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Where would you rank the model answer you have been given, and why?

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FIGURE 4-2 Current and predicted Future 3 distribution for the red squirrel.

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An IB education: the challenges

- **Demanding** for students to become familiar with new processes

- Allow students **time** to develop

« The point is not to get top grades in all MYP years, but allow time for development to ensure they are able to reach their highest potential in the final year of the MYP »

- The importance of recognition of **timely development** – by students, by parents, by the school

Don't panic!

- No great inventions were achieved by quick fixes, or giving up
- The IB MYP emphasises the importance of perseverance, bravery and collaborative support

You will get there, enjoy the ride!