

MYP: From principles into practice

For use from September 2014/January 2015



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MYP: From principles into practice

For use from September 2014/January 2015



Middle Years Programme
MYP: From principles into practice

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IB 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 organization works with schools, governments and international organizations 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.



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.



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MYP programme documentation

MYP: From principles into practice (2014) provides a guide to teaching and learning in the context of the International Baccalaureate (IB) Middle Years Programme (MYP). This guide replaces *MYP: From principles into practice* (2008) and explains the requirements of the programme.

How to use this guide

The principles and practices detailed in this guide apply to all teachers in all IB World Schools offering the MYP. All staff involved in the programme should have access to, and be familiar with, this guide.

Teachers and school leaders must have individual access to, and must use, current IB publications.

Additional MYP publications

This guide is part of a larger collection of MYP documents that fully describe the programme and its implementation in IB World Schools.

MYP publication	Contents
<i>Rules for IB World Schools: Middle Years Programme</i>	Legal document that sets forth the legal relationship between the IB and IB World Schools delivering the MYP
<i>General regulations: Middle Years Programme</i>	Legal document that sets forth the relationship between the IB and IB students and their legal guardians
<i>Programme standards and practices</i>	Criteria against which IB World Schools and the IB can evaluate success in the implementation of all programmes, including the MYP
<i>Handbook of procedures for the Middle Years Programme</i>	Essential information for heads of school and MYP coordinators about the administration of the programme
<i>Guide to MYP eAssessment</i>	Information about (optional) MYP external assessments, including the structure and content of on-screen examinations and the requirements for ePortfolios
Subject-group guides <i>MYP Projects guide</i> <i>Fostering interdisciplinary teaching and learning in the MYP</i>	Aims, objectives, prescribed concepts and assessment criteria; additional subject-specific guidance for teaching and learning
Teacher support material	Practical assistance for teachers, including sample unit plans, assessments and subject-group overviews

MYP publication	Contents
<i>Guide to school authorization: Middle Years Programme</i>	Description of the process and requirements for becoming an IB World School offering the MYP
<i>Rules for candidate schools</i>	Requirements, procedures and terms for schools applying for candidacy and implementing the MYP on a trial basis
<i>Programme evaluation guide and self-study questionnaire: Middle Years Programme</i>	Expectations for IB World Schools and the IB in the formal reflection process that supports ongoing development of the programme

Alignment with *Programme standards and practices*

The IB document *Programme standards and practices* (2014) includes common practices for all IB programmes as well as specific requirements for each programme. It provides a set of criteria against which both the school and the IB can measure success in the implementation of the programme. IB World Schools make a commitment to work towards meeting all programme standards and practices.

The IB's programme standards provide the structure for this guide.

Section	Standard	Chapter title
A	Philosophy	Understanding IB philosophy
B	Organization	Organizing the programme
C	Curriculum	
	1. Collaborative planning	Collaboratively planning the curriculum (including horizontal and vertical articulation of the written curriculum through subject-group overviews and ATL planning)
	2. Written curriculum	Developing MYP units
	3. Teaching and learning	Approaches to teaching
	4. Assessment	Assessment for learning

History of the programme

The IB Diploma Programme (DP) was established in 1968 to provide an international education that would enable young people to better understand and manage the complexities of our world, and to provide them with the skills and attitudes to take action to improve it. Such an education was grounded in the more progressive educational thinking of the time but also in the belief that the world could be made better through an education that focused on concepts, ideas and issues that crossed disciplinary, cultural, national and geographical boundaries.

With the introduction of the MYP in 1994 and the Primary Years Programme (PYP) in 1997, the IB realized a continuum of international education for students aged 3–19. A decade later, the adoption of the IB learner profile across the continuum, and a profile of an internationally minded learner, provided important common ground for three strong, stand-alone programmes, each developed as a developmentally appropriate expression of the IB's educational approach. The introduction of the IB Career-related Certificate (IBCC) in 2012 builds further on the continuum by providing another choice of pathways of international education for 16–19-year-old students in addition to the DP.

The MYP has been designed as a coherent and comprehensive curriculum framework that provides academic challenge and develops the life skills of students from the ages of 11 to 16. These years are a critical period in the development of young people. Success in school is closely related to personal, social and emotional well-being. At a time when students are establishing their identity and building their self-esteem, the MYP can motivate students and help them to achieve success in school and in life beyond the classroom. The programme allows students to build on their personal strengths and to embrace challenges in subjects in which they might not excel. The MYP offers students opportunities to develop their potential, to explore their own learning preferences, to take appropriate risks, and to reflect on, and develop, a strong sense of personal identity.

Implementation of the MYP is considered to be a whole-school activity that prepares students for further successful study. The programme is designed to be inclusive; the IB believes that all students can benefit from the programme.

The MYP began as an initiative formulated by groups of practising teachers and administrators in international education who wanted to develop a curriculum for the middle years of schooling. It was intended that this curriculum would share much of the same philosophy as the DP and would prepare students for success in that programme. The first draft of the MYP curriculum was produced in 1987 when a group of practitioners created a framework that allowed for a degree of diversity. In this framework, emphasis was placed on developing the skills and attitudes, the understanding of concepts and the knowledge needed to participate in an increasingly global society.

The MYP grew out of the work and vision of practising teachers in schools. Details regarding key individuals, groups and research influences behind the development of the MYP from the first ideas in 1980 can be found in *History of the Middle Years Programme* (2010). In 2010, the IB began a major review of the programme, leading to the publication of this document and new guides for all subject groups in 2014.

The programme has developed significantly since its inception and will continue to do so in response to the needs of students and schools, the demands of a rapidly changing world and our changing understandings of human development and the process of learning.

From fundamental concepts to the IB learner profile

From its beginning, the MYP was guided by three principles that have had special currency for learners aged 11–16, inspired by the IB mission: holistic learning, intercultural awareness and communication. These fundamental concepts of the programme provided a strong foundation for teaching and learning in the MYP. They represent an early attempt to establish a philosophy of international education that the IB now recognizes more fully with the adoption of the IB learner profile across the IB continuum.

Holistic learning, intercultural awareness and communication are implied in, or are a part of, the IB learner profile, especially in the attributes “balanced”, “open-minded” and “communicators”.

Contemporary MYP educators have continued to focus on how best to meet the needs of adolescents, who are confronted with a vast and often bewildering array of choices in a complex and rapidly changing world. A focus on higher-order thinking skills gives students opportunities to explore their expanding concerns and their growing awareness of themselves and the world in ways that develop sound judgment.

Compatibility with other systems

There are many curriculums, including national models, that schools may have to, or choose to, apply within the framework of the MYP. The MYP curriculum framework allows schools to meet national, state, provincial or other subject-specific curricular requirements while fulfilling the IB mission and implementing IB philosophy. Every IB World School offering the MYP must ensure that the MYP requirements for each subject group are met while also meeting external requirements as necessary.

The MYP has been implemented very successfully in a variety of schools with differing external requirements and curricular demands. These successful schools have found solutions to issues such as:

- the choice of subjects available to students
- time allocation provided for subjects
- the organization of teaching and learning
- the school’s structure
- alignment of external requirements with the concepts, objectives, skills and knowledge of the corresponding subject group in the MYP
- teaching approaches used to help students achieve the aims and objectives of the MYP.

Programme model

IB programme models highlight important shared features of an IB education.

- Developing the attributes of the learner profile
- Approaches to teaching and approaches to learning
- Age-appropriate culminating experiences
- An organized and aligned structure of subject groups or disciplines
- Development of international-mindedness as a primary aim and context for learning

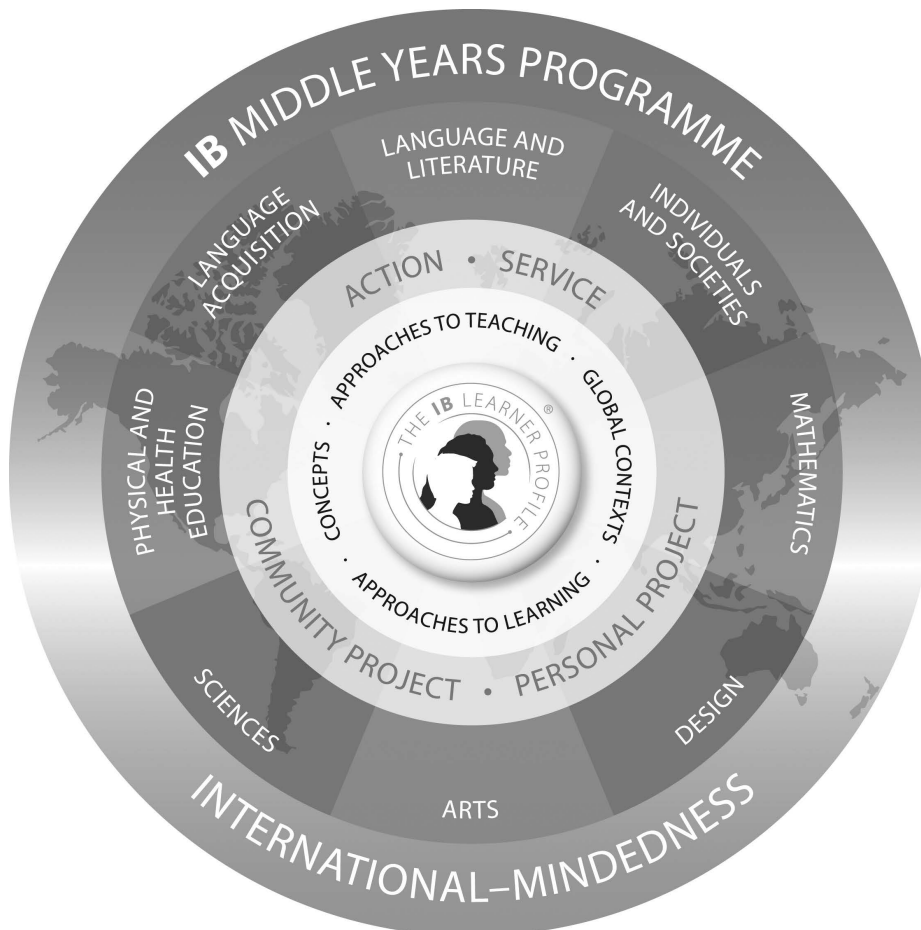


Figure 1
The programme model

In the programme model for the MYP, the first ring around the student at the centre describes the features of the programme that help students develop disciplinary (and interdisciplinary) understanding.

- Approaches to learning (ATL)—demonstrating a commitment to approaches to learning as a key component of the MYP for developing skills for learning.
- Approaches to teaching—emphasizing MYP pedagogy, including collaborative learning through inquiry.

- Concepts—highlighting a concept-driven curriculum.
- Global contexts—showing how learning best takes place in context.

The second ring describes some important outcomes of the programme.

- Inquiry-based learning may result in student-initiated action, which may involve service within the community.
- The MYP culminates in the personal project (for students in MYP year 5) or the community project (for students in MYP years 3 or 4).

The third ring describes the MYP's broad and balanced curriculum.

- The MYP organizes teaching and learning through eight subject groups: language and literature, language acquisition, individuals and societies, sciences, mathematics, arts, physical and health education, and design.
- In many cases, discrete or integrated disciplines may be taught and assessed within a subject group: for example, history or geography within the individuals and societies subject group; biology, chemistry or physics within the sciences subject group.
- The distinction between subject groups blurs to indicate the interdisciplinary nature of the MYP. The subject groups are connected through global contexts and key concepts.

The community project and the personal project

The community project and the personal project are known together as MYP projects. MYP projects help students to develop the attributes of the IB learner profile; they provide students with an essential opportunity to demonstrate ATL skills developed through the MYP and foster the development of independent, lifelong learners. All students in MYP year 5 must complete the personal project. In schools that complete the programme in MYP years 3 or 4, students must complete the community project. In programmes that include MYP years 4 or 5, schools may offer students the opportunity to engage in the community project **and** the personal project.

The *community project* focuses on community and service, encouraging students to explore their right and responsibility to implement service as action in the community. As a consolidation of learning, the community project engages students in a sustained, in-depth inquiry leading to service as action in the community.

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.

Schools must ensure that all staff, parents and students understand the central importance of the community or personal project, its aims, objectives and assessment criteria. Detailed guidelines on the aims, objectives, organization and assessment of the projects are provided in the *MYP Projects guide*. Schools are expected to make suitable provision for all students to complete the appropriate MYP project according to these guidelines.

MYP in the IB continuum

All schools need to align the MYP with students' prior and subsequent educational experience. In schools that implement more than one IB programme, this alignment is especially important.

Schools are responsible for organizing a coherent curriculum that provides carefully planned transitions between stages of education, including the transition between IB programmes. Alignment of programmes is an agreement in principle and practice between the shared values and aspirations for learning (written curriculum), how teachers work (taught curriculum) and the way students demonstrate their learning (assessed curriculum).

Transition from the PYP

The nature of teaching and learning in the PYP is concept-based, transdisciplinary and largely taught by a single classroom teacher. IB World Schools offering the MYP have a responsibility to ensure that:

- there is a smooth transition from the transdisciplinary model into a model that focuses on disciplinary and interdisciplinary learning
- teaching is appropriate for students with a range of individual learning needs.

As students move from a primary or elementary school setting into a secondary or middle school, schools have a responsibility to facilitate this transition at a variety of levels, including curriculum design.

Transition to the DP

Students intending to continue their IB education in the DP after the MYP must be counselled by the school concerning their subject choices in years 4 and 5 in order to ensure appropriate preparation. MYP subject groups form an important common foundation for all students undertaking the MYP globally and provide strong alignment points for students progressing into the DP, allowing them to acquire the necessary skills, knowledge and attitudes to be successful.

Schools preparing students for entry into the DP have a responsibility to ensure that the content of the curriculum, aligned under each subject group's final objectives, provides for continuity and progression from year 5 of the MYP into the two-year DP. In developing the curriculum content for each subject, MYP schools should consult the relevant DP subject guides and MYP teacher support materials.

Articulation of ATL across the programmes also offers a powerful strategy for increasing students' readiness for the DP and their success in further study.

Transition to the IBCC

The IBCC was developed to address the needs of students interested in pursuing a career-related education at the upper secondary school level. The IBCC provides the basis for effective participation in the changing world of work; improved mobility and flexibility in employment; additional training; further education; and lifelong learning.

Students intending to continue their IB education in the IBCC after the MYP must be counselled by the school concerning their subject choices in years 4 and 5 in order to ensure appropriate preparation. ATL skills developed and demonstrated in the MYP can be aligned with those of the IBCC. The MYP personal project supports progression towards the IBCC reflective project.

What is an IB education?

An IB education is the result of a dynamic interaction between IB learners (who), teaching and learning in the IB (how), global contexts for teaching and learning (why) and the pursuit of significant knowledge and understanding (what). The IB's philosophy of education is informed by research and by over 40 years of practical experience in international education. This philosophy remains open to reflection and review; the IB has always championed a stance of critical engagement with challenging ideas, one that both values the past and remains open to innovation.

IB learners and the IB learner profile

At the centre of international education in the IB are students with their own learning styles, strengths and limitations. Students come to school with combinations of unique and shared patterns of values, knowledge and experience of the world and their place in it.

Promoting open communication based on understanding and respect, the IB encourages students to become active, compassionate lifelong learners. An IB education is holistic in nature—it is concerned with the whole person. Along with cognitive development, IB programmes and qualifications address students' social, emotional and physical well-being. They value and offer opportunities for students to become active and caring members of local, national and global communities; they focus attention on the processes and the outcomes of internationally minded learning described in the IB learner profile.

The learner profile is the IB's mission in action. It requires IB learners to strive to become inquirers, knowledgeable, thinkers, communicators, principled, open-minded, caring, risk-takers, balanced and reflective. These attributes of internationally minded people represent a broad range of human capacities and responsibilities that go beyond a concern for intellectual development and academic content. They imply a commitment to implement standards and practices that help all members of the school community learn to respect themselves, others and the world around them.

The learner and the IB World School

The IB learner profile brings to life the aspirations of a community of IB World Schools dedicated to student-centred education. IB programmes promote the development of schools that:

- create educational opportunities for students that promote healthy relationships, individual and shared responsibility, including interpersonal competencies that support effective teamwork and collaboration
- help students make informed, reasoned, ethical judgments and develop the flexibility, perseverance and confidence they need in order to effect change that matters
- inspire students to frame their own inquiries, pursue personal aspirations, set challenging goals and have the persistence to achieve them
- foster the development of rich personal, academic and cultural identities.

The relationships between teachers and students and the approaches to teaching profoundly shape educational outcomes: teachers are intellectual leaders who can empower students to develop the

confidence and personal responsibility needed to deepen understanding. IB programmes emphasize “learning how to learn”, helping students interact effectively with the learning environments they encounter, and encouraging them to value learning as an essential and integral part of their everyday lives.

IB programmes support inclusion as an ongoing process to increase access and engagement in learning for all students. Learning communities become more inclusive as they identify and remove barriers to learning and participation. Commitment to access and inclusion represents another aspect of the IB learner profile in action.

Developing the learner profile within a community of learners

All IB World Schools are learning communities that encourage school leaders, teachers, students, parents and local community members to value learning as an essential and integral part of their everyday lives. For students, IB World Schools support lifelong learning when they emphasize “learning how to learn”, helping students interact effectively with the learning environments they encounter in school and beyond. Communities are bound together by a common sense of purpose and identity. The IB community shares a common purpose: making a better world through education. This goal, expressed in the IB mission statement, creates a series of interrelated aspirations, educational outcomes and shared values in the IB learner profile. The learner profile informs the IB’s educational philosophy and stands as a clear and concise statement of the values that inform a community that encourages the development of international mindedness.

Teaching and learning in the IB

Teaching and learning in the IB grows from an understanding of education that celebrates the many ways people work together to construct meaning and make sense of the world. Represented as the interplay between asking (inquiry), doing (action) and thinking (reflection), this constructivist approach leads towards open classrooms where different views and perspectives are valued. An IB education empowers young people for a lifetime of learning, both independently and in collaboration with others. It prepares a community of learners to engage with complex global challenges through a dynamic educational experience framed by inquiry, action and reflection.

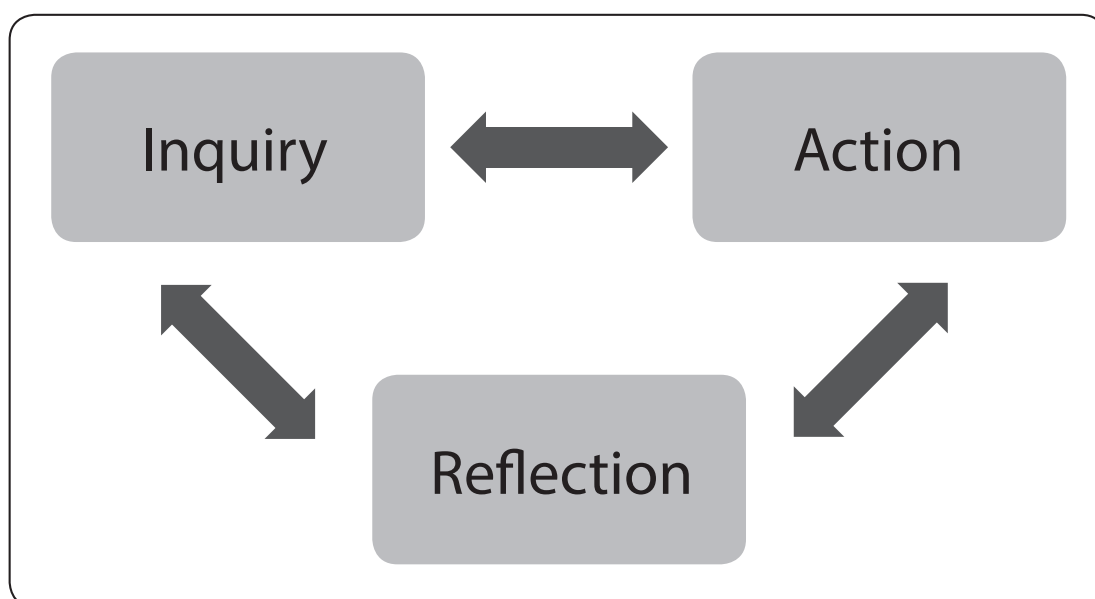


Figure 2

Inquiry

Sustained inquiry frames the written, taught and assessed curriculum in IB programmes. IB programmes feature structured inquiry, drawing from established bodies of knowledge and complex problems. In this approach, prior knowledge and experience establish the basis for new learning, and students' own curiosity, together with careful curriculum design, provide the most effective stimulus for learning that is engaging, relevant, challenging and significant.

Action

Principled action, as both a strategy and an outcome, represents the IB's commitment to teaching and learning through practical, real-world experience. IB learners act at home, as well as in classrooms, schools, communities and the broader world. Action involves learning by doing, enhancing learning about self and others. IB World Schools value action that encompasses a concern for integrity and honesty, as well as a strong sense of fairness that respects the dignity of individuals and groups.

Challenging learning environments help students to develop the imagination and motivation they require in order to meet their own needs and the needs of others. Principled action means making responsible choices, sometimes including decisions not to act. Individuals, organizations and communities can engage in principled action when they explore the ethical dimensions of personal and global challenges. Action in IB programmes may involve service learning, advocacy and educating one's self and others.

Reflection

Critical reflection is the process by which curiosity and experience can lead to deeper understanding. Learners must become critically aware of the way they use evidence, methods and conclusions. Reflection also involves being conscious of potential bias and inaccuracy in their own work and in the work of others.

An IB education fosters creativity and imagination. It offers students opportunities for considering the nature of human thought and for developing the skills and commitments necessary not only to recall information but also to analyse one's own thinking and effort in terms of the products and performances that grow from them.

Driven by inquiry, action and reflection, IB programmes aim to develop a range of skills and dispositions that help students effectively manage and evaluate their own learning. Among these essential approaches to learning are competencies for research, critical and creative thinking, collaboration, communication, managing information and self-assessment.

Global contexts for education

In our highly interconnected and rapidly changing world, IB programmes aim to develop international-mindedness in a global context. The terms "international" and "global" describe that world from different points of view.

- "International" refers to the perspective of the world's constituent parts, nation states and their relationships with each other.
- "Global" refers to the perspective of the planet as a whole.

Sharp distinctions between the "local", "national" and "global" are blurring in the face of emerging institutions and technologies that transcend modern nation states. New challenges that are not defined by traditional boundaries call for students to develop the agility and imagination they need for living productively in a complex world.

An IB education creates teaching and learning communities and opportunities that help students increase their understanding of language and culture, and become more globally engaged. Education for international-mindedness relies on the development of learning environments that value the world as the broadest context for learning. IB World Schools share educational standards and practices for philosophy, organization and curriculum that can create and sustain authentic global learning communities. In school, students learn about the world from the curriculum and from their interactions with other people. Teaching and learning in global contexts supports the IB's mission "to develop inquiring, knowledgeable and caring young people who help to create a better and more peaceful world through intercultural understanding and respect". Using global contexts in planning and teaching helps learners by providing relevance and meaning, which may lead to increased student engagement.

Multilingualism and intercultural understanding

Learning to communicate in a variety of ways in more than one language is fundamental to the development of intercultural understanding in the IB. IB programmes, therefore, support complex, rich, dynamic learning across a range of language domains. All IB programmes mandate that students learn another language.

Intercultural understanding involves recognizing and reflecting on one's own perspective, as well as the perspectives of others. To increase intercultural understanding, IB programmes foster learning how to appreciate critically many beliefs, values, experiences, forms of expression and ways of knowing. The goal of understanding the world's rich cultural heritage invites the IB community to explore human commonality, diversity, personal identity and interconnection.

Global engagement

Global engagement represents a commitment to address humanity's greatest challenges in the classroom and beyond. It can develop from the use of global contexts in inquiry leading to principled action. IB programmes provide for sustained inquiry into a wide range of issues and ideas of significance locally, nationally and globally. IB students and teachers are encouraged to engage the world through developmentally appropriate explorations of local and global concerns, including the environment, development, conflicts, rights, and cooperation and governance. Globally engaged people critically consider power and privilege, and recognize that they hold the Earth and its resources in trust for future generations.

The IB aspires to empower people to be active learners who can empathize and pursue lives of purpose and meaning, and who are committed to service. An IB education aims to develop the consciousness, perspectives and competencies necessary for global engagement, as well as the personal values that can lead to principled action and mutual understanding.

Significant content

An IB education encompasses disciplinary knowledge and understanding that meets international university standards for rigour in terms of depth and breadth. IB programmes offer students opportunities to engage with a curriculum that is broad and balanced, conceptual and connected.

Broad and balanced

An IB education represents a balanced approach, offering students access to a broad range of content that spans academic subjects.

Conceptual

Conceptual learning focuses on powerful organizing ideas that have relevance within and across subject areas. Concepts reach beyond national and cultural boundaries. They help to integrate learning, add coherence to the curriculum, deepen disciplinary understanding, build the capacity to engage with complex ideas and allow transfer of learning to new contexts. PYP students encounter key and related concepts, and students in the MYP, IBCC and DP further develop these conceptual understandings.

Connected

IB curriculum frameworks value concurrency of learning. Students encounter many subjects simultaneously, approaching concepts from a variety of perspectives throughout their programmes of study; they learn to draw connections and pursue rich understandings about the interrelationship of knowledge and experience across many fields. Course aims and programme requirements offer authentic opportunities to learn about the world in ways that can reach beyond the scope of individual subjects through interdisciplinary learning.

In the MYP, students study a range of disciplines within subject groups and often bring together two or more established areas of expertise to build new interdisciplinary understanding.

In IB programmes, assessment forms an integral aspect of teaching and learning. To understand what students have learned, and to monitor their progress, teachers use a range of assessment strategies that provide meaningful feedback. IB assessment supports good classroom practice by encouraging authentic performances of understanding that call for critical and creative thinking.

In IB programmes, assessment is ongoing, varied and integral to the curriculum. Assessment may be formal or informal, formative or summative, internal or external; students benefit from assessing their own work and the work of others. IB students demonstrate their learning through a variety of assessments and consolidations of learning, culminating in the MYP with the community project or the personal project.

Final (optional) external assessments for MYP students are internationally benchmarked, balancing valid measurement with reliable results.

IB philosophy in the MYP

This philosophy, framed in *What is an IB education?* (2013), is expressed through all aspects of the MYP. The programme has been developed with developmentally appropriate attention to:

- conceptual understanding
- teaching and learning in context
- approaches to learning (ATL)
- service as action (community service)
- language and identity
- learning diversity and inclusion.

Conceptual understanding

Conceptual understanding in IB programmes

The International Baccalaureate (IB) values education more as the transformation of personal understanding and the collaborative construction of meaning, and less as the transmission of knowledge and rote memorization of facts. Consequently, conceptual understanding is a significant and enduring goal for teaching and learning in IB programmes.

IB programmes offer curriculum frameworks and courses that are broad and balanced, conceptual and connected. In the Primary Years Programme (PYP) and MYP curriculum frameworks, students engage with a defined set of key and related concepts. Each course in the Diploma Programme (DP) has a prescribed syllabus that outlines how students develop their conceptual understanding. Over time, students grow in the sophistication of their understanding as schools create challenging opportunities for them to encounter new ideas in engaging learning environments.

A *concept* is a big idea—a principle or conception that is enduring, the significance of which goes beyond aspects such as particular origins, subject matter or place in time (Wiggins and McTighe 1998). Concepts represent the vehicle for students' inquiry into issues and ideas of personal, local and global significance, providing the means by which the essence of a subject can be explored.

Concepts have an essential place in the structure of knowledge. They require students to demonstrate levels of thinking that reach beyond facts or topics. Concepts are used to formulate the understandings that students should retain in the future; they become principles and generalizations that students can use to understand the world and to succeed in further study and in life beyond school.

The exploration and re-exploration of concepts lead students towards:

- deeper understanding of the subject group
- appreciation of ideas that transcend disciplinary boundaries
- engagement with complex ideas, including the ability to transfer and apply ideas and skills to new situations (Erickson 2008).

Students gradually work towards a deepening of their conceptual understanding as they approach concepts from a range of perspectives. The concept-driven curriculum frameworks of the MYP help learners to co-construct meaning as they become increasingly competent critical and creative thinkers, able to transfer knowledge and take responsibility for their own learning.

Teaching through concepts encourages teachers to work across national and cultural boundaries. Concepts promote a broad approach to education that can encompass many ways of thinking, inspire a variety of experiences, and open doors to exciting and highly relevant interdisciplinary learning.

The structure of conceptual understanding in the MYP

MYP programme design uses two kinds of concepts.

- *Key concepts*, contributed from each subject group, provide interdisciplinary breadth to the programme. Key concepts are broad, organizing, powerful ideas that have relevance within and across subjects and disciplines, providing connections that can transfer across time and culture.
- *Related concepts*, grounded in specific disciplines, explore key concepts in greater detail, providing depth to the programme. They emerge from reflection on the nature of specific subjects and disciplines, providing a focus for inquiry into subject-specific content.

Concepts can be interpreted differently and explored from various perspectives and at different levels of complexity. As students develop and deepen their understanding, they can use concepts to innovate, address challenges and solve problems.

Key concepts are powerful, abstract ideas that have many dimensions and definitions. They have important interconnections and overlapping concerns. Key concepts engage students in higher-order thinking, helping them to connect facts and topics with more complex conceptual understanding. Key concepts create “intellectual synergy” (Erikson 2007) and provide points of contact for transferring knowledge and understanding across disciplines and subject groups.

Related concepts promote depth of learning and add coherence to the understanding of academic subjects and disciplines. They are grounded in specific subjects and disciplines, and they are useful for exploring key concepts in greater detail. Inquiry into related concepts helps students to develop more complex and sophisticated conceptual understanding. Related concepts may arise from the subject matter of a unit or the craft of a subject—its features and processes.

The MYP identifies prescribed key and related concepts. These concepts ensure the development of a rigorous curriculum and promote a shared community of practice among IB World Schools offering the MYP. These required concepts also form the basis of the curriculum externally assessed by (optional) MYP eAssessments, which can lead to IB MYP Course Results and contribute to the awarding of the IB MYP Certificate. Teachers can develop additional concepts to meet the needs of their students or local circumstances.

The nature of a concept-driven curriculum

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 2003: 47)

A concept-driven curriculum encourages idea-centred teaching and learning. The MYP prescribes key concepts (overarching) and related concepts (subject-specific) to better ensure a common basis of conceptual understanding is developed in MYP schools that will provide students with a sound foundation for future learning.

According to Erickson (2008), concepts range from macro to micro in terms of scope, but all concepts meet the following criteria.

- Valued and meaningful across time, place and space
- Abstract
- Concise (represented by one or two words, or a short phrase)
- Express common attributes of specific examples

Concepts are used at different levels of generality and complexity, serving different purposes in teaching and learning. Erickson (2007: 72–78) describes a concept-based curriculum as “three-dimensional”, focusing on concepts, facts and skills rather than the traditional “two-dimensional” curriculum that considers only facts and skills. Concept-driven curriculum models value student inquiry and experiences in which students create personal meaning by making connections and applying their learning in unfamiliar situations.

A concept-based model is used in the MYP because it encourages students to:

- process factual knowledge at a deeper intellectual level as they relate the facts to concepts and essential conceptual understandings; this synergistic thinking (interplay between factual and conceptual thinking) engages the intellect on two levels—factual and conceptual—and provides greater retention of factual knowledge because synergistic thinking requires deeper mental processing
- create personal relevance, as students relate new knowledge to prior knowledge, and promote understanding of cultures and environments across global contexts through the transfer of knowledge
- bring their personal intellect to the study as they use a key concept to personally focus on the unit topic in order to increase motivation for learning
- increase fluency with language as students use factual information to explain and support their deeper conceptual understanding
- achieve higher levels of critical, creative and conceptual thinking as students analyse complex global challenges, such as climate change, international conflicts and the global economy, and create greater subject depth through the study of discipline-specific related concepts.

A concept-driven curriculum framework works when teachers see that academic disciplines have a conceptual structure.

The model allows teachers to group together issues or topics in a wide-ranging curriculum under the critical concepts and understandings in each subject group. In a concept-based teaching model, teachers use knowledge as a tool to help students grasp transferable concepts and understandings. Knowledge provides the foundation and support for deeper, conceptual thinking. Teachers ensure that assessment includes understanding and application of the prescribed concepts.

Teaching and learning in context

The heart of contextual teaching and learning is the connection that leads to meaning. When young people can connect the content of an academic subject ... with their own experience, they discover meaning, and meaning gives them a reason for learning. Connecting learning to one's life makes studies come alive.

(Johnson 2002)

Teaching and learning in the MYP involves understanding concepts in context. All learning is contextual. A learning context is a specific setting, event or set of circumstances, designed or chosen, to stimulate learning. The context, therefore, should have a relationship to the learner, the learner's interests and identity, or the learner's future. Learning that occurs out of context is often shallow and short term in character.

Concepts are abstract and applicable over many times and circumstances; contexts are specific, varied and highly situational. Concepts are powerful ideas that have universal application, but the meaning of concepts can change as people experience and interpret them in different contexts. Contexts offer the possibility of new perspectives, additional information, counter-examples and refinements of understanding. The existence of multiple contexts for teaching and learning underscores the fact that all concepts are open to interpretation. Concepts are not neutral but, rather, are subject to contest and conflict. Concepts are not prescriptive and inert but dynamic and interact with the world. When concepts are set in context, they are less likely to become prescriptive checklists of "facts by another name". Contexts help to create productive discussion within and outside of the classroom.

The nature of a contextual curriculum

Effective teaching and learning in context helps students and teachers to:

- plan concrete, memorable engagements that can be tailored to individual students and their learning styles, diverse backgrounds and cultures
- illustrate and provide concrete examples of conceptual and theoretical ideas
- offer pathways towards authentic assessment (performances of understanding)
- model open-mindedness and intellectual risk-taking valued by the IB learner profile
- inspire critical and creative thinking as students encounter multiple, and sometimes conflicting, value systems and cultural perspectives, including concepts that are open to different interpretations such as citizenship, identity and globalization
- provide lenses through which to compare various conceptions (and misconceptions) of reality
- promote inquiry-based teaching strategies (for example, problem-based learning)
- lead towards work awareness, vocational planning and the exploration of school-to-career pathways
- link classroom learning to action and service learning
- promote self-regulation as students learn to find their own personal contexts and make meaning for themselves
- become more autonomous, strategic and self-motivated

- build up the skills and experience necessary to transfer learning from one context to another
- explore the many ways the application of concepts can vary among human cultures, and draw attention to our common humanity—including the search for universal cultural understanding.

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. Teachers can impact on student learning by providing engaging and inspiring global contexts that contribute towards development of the attributes of the IB learner profile. Learning in global contexts enables learners to directly link concepts with their own lives and put knowledge into action (Westera 2009). This contextual learning helps teachers and students answer the important question “Why are we learning this?” Often, students’ motivation to learn depends on the teacher’s ability to successfully answer this question.

IB programmes aim to develop internationally minded people, and MYP learning environments value the world as the broadest context for learning. Educators use a variety of models and a range of vocabulary to prepare students to live in the highly globalized societies of the 21st century. In broad terms, teaching and learning in global contexts requires MYP schools to develop

the capacity and the inclination to place people, objects, situations with which [they] come into contact ... within the broader matrix of our contemporary world ... [to be] attuned to daily encounters with world cultures, landscapes and products; [to] place such encounters in a broader narrative or explanatory framework of contemporary global processes; and [to] perceive [themselves] as an actor in such a global context.

(Boix-Mansilla and Gardner 2007)

Learning in context requires careful preparation. In some cases, contextual learning may be uncomfortable for those accustomed to less student-focused approaches. It requires ongoing monitoring for understanding (formative assessment), and it can call on unfamiliar classroom management skills.

In a world of increasing interconnection and complexity, learning in context provides students with opportunities to explore multiple dimensions of meaningful challenges facing young people in the world today, encouraging them to develop creative solutions and understanding. The MYP encourages teachers to design units around a range of ideas and issues that are personally, locally, nationally, internationally and globally significant.

As adolescents develop their intellectual and social identities during the MYP years, they become increasingly aware of their place in the world. Working in global contexts requires a sophisticated combination of understanding, practical skills and personal dispositions that work together to define global competence (Boix-Mansilla and Jackson 2011). Global competence calls for deep, engaged learning. To prosper in the world, students must not only be able to understand globalization, but be able both to reflect critically on its promise and peril, and to act responsibly to make that world a better place for themselves and for the communities in which they live.

The MYP identifies six global contexts for teaching and learning that are developed from, and extend, the PYP’s transdisciplinary themes.

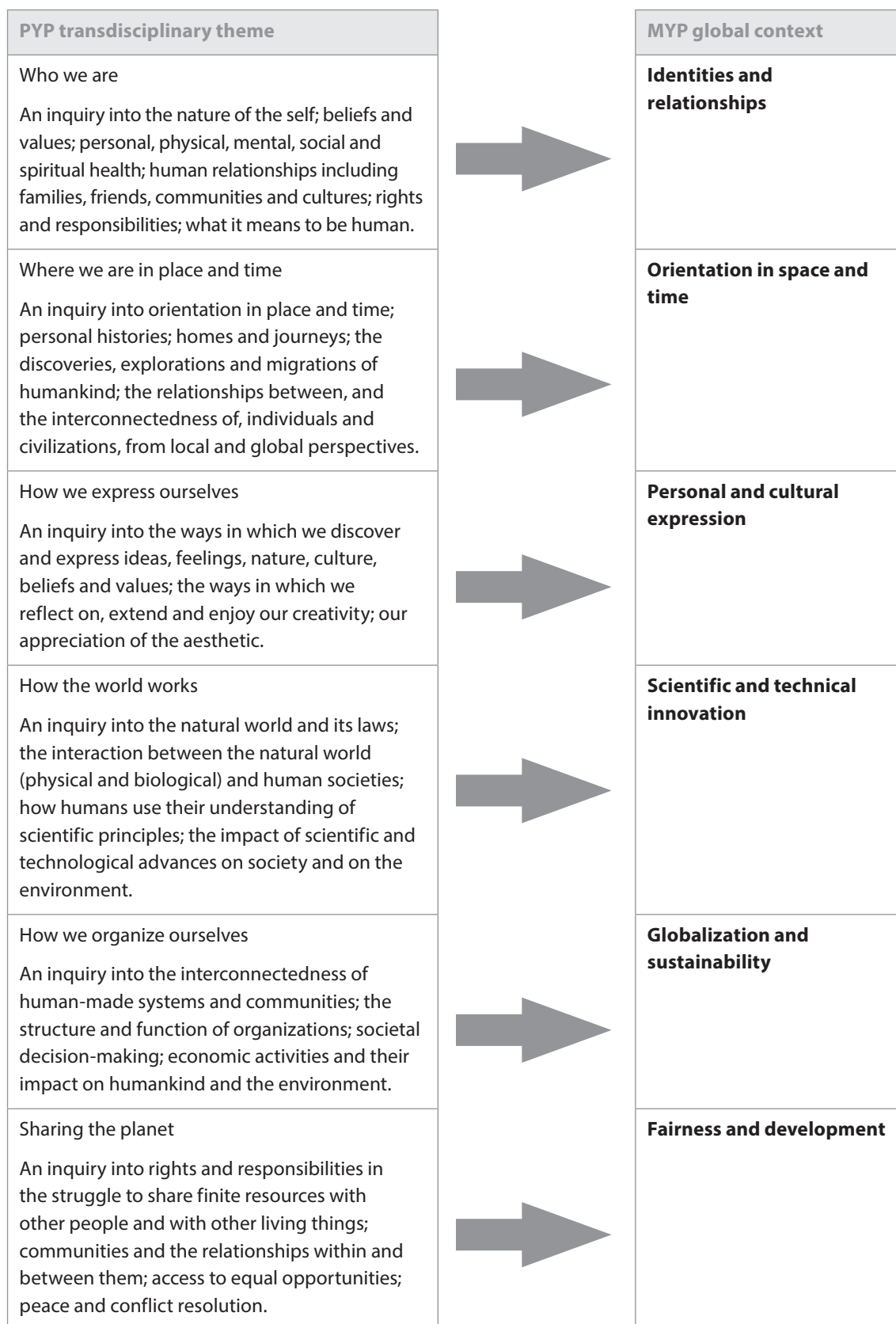


Figure 3

Schools can develop additional global contexts to meet the needs of students and their communities.

Approaches to learning (ATL)

Through approaches to learning (ATL) in IB programmes, students develop skills that have relevance across the curriculum that help them “learn how to learn”. ATL skills can be learned and taught, improved with practice and developed incrementally. They provide a solid foundation for learning independently and with others. ATL skills help students prepare for, and demonstrate learning through, meaningful assessment. They provide a common language that students and teachers can use to reflect on, and articulate on, the process of learning.

IB programmes identify five ATL skill categories, expanded into developmentally appropriate skill clusters.

ATL skill categories	MYP ATL skill clusters
Communication	I. Communication
Social	II. Collaboration
Self-management	III. Organization
	IV. Affective
	V. Reflection
Research	VI. Information literacy
	VII. Media literacy
Thinking	VIII. Critical thinking
	IX. Creative thinking
	X. Transfer

The focus of ATL in the MYP is on helping students to develop the self-knowledge and skills they need to enjoy a lifetime of learning. ATL skills empower students to succeed in meeting the challenging objectives of MYP subject groups and prepare them for further success in rigorous academic programmes like the DP and the IBCC.

In the MYP, ATL encompasses both general and discipline-specific skills. Many ATL skills are applicable to all MYP subject groups; these general “tools for learning” can be tailored to meet the specific needs of students and schools. In order to develop ATL skills that facilitate effective and efficient learning, students need models, clear expectations, developmental benchmarks (or targets) and multiple opportunities to practise. While ATL skills are not formally assessed in the MYP, they contribute to students’ achievement in all subject groups. Teachers should provide students with regular, specific feedback on the development of ATL skills through learning engagements and that provide formative assessment.

The most effective way to develop ATL is through ongoing, process-focused disciplinary and interdisciplinary teaching and learning. Teachers can use a wide range of content, developed through MYP key and related concepts and global contexts, as a vehicle for teaching effective learning strategies. Likewise, ATL skills can be powerful tools for exploring significant content. This dual focus (content and process, knowledge and skills) promotes student engagement, deep understanding, transfer of skills and academic success.

All teachers in MYP schools are responsible for integrating and explicitly teaching ATL skills.

Over time, students should develop clear and sophisticated understandings of how they learn best and how they can evaluate the effectiveness of their learning. This kind of self-regulated (independent and autonomous) learning helps students:

- reflect purposefully on their learning (metacognition)
- understand the diversity of human learning needs
- evaluate and provide evidence of their learning
- meet MYP subject group aims and objectives
- share responsibility for creating productive, cooperative and safe learning environments
- develop the confidence to try new strategies and explore new concepts and contexts for learning
- prepare for further study and responsible participation in local and global communities.

ATL skills are informed by, and support the development of, the attributes of the IB learner profile.

Appendix 1 provides a framework of important ATL skills for MYP students. Schools can identify additional disciplinary and interdisciplinary skills within this framework that meet the needs of students as well as local or national requirements.

Service and action

Service and action in IB programmes

Action (learning by doing and experiencing) is a key component in constructivist models of education, including the kind of teaching and learning common to all IB programmes. Service, as a subset of action, has always been a shared value of the IB community. IB learners strive to be caring members of the community who demonstrate a personal commitment to service, and act to make a positive difference to the lives of others and to the environment. IB World Schools value service with others as an important way to engage in principled action across a range of overlapping local and global communities. Through responsible action, tightly connected with sustained inquiry and critical reflection, young people and adults can develop the kinds of attributes described by the learner profile that are essential for success in future academic pursuits and for adult life.

In the PYP, action has a specific meaning as an element of the programme in which there is an expectation that successful inquiry will lead to responsible action, initiated by the student as a result of the learning process. This kind of student action may have a wider social impact, and it always represents a voluntary demonstration of a student's empowerment.

Action in the MYP builds upon the action initiated in the PYP and continues as an essential component of the learning process, both as part of the programme's educational philosophy and as a practical outcome of students' learning. The MYP aims to help students develop their personal understanding, their emerging sense of self and their developmentally appropriate responsibility in their community. In the IB continuum, this continues with the service component of the DP's community, action, service (CAS) requirements, in which students continue to increase their awareness of their own strengths and areas for growth, undertake new challenges, plan and initiate activities, work collaboratively with others, show perseverance and commitment, engage with locally and globally significant challenges and consider the ethical implications of their actions.

As students become more aware and acquire a better understanding of the context, and of their responsibilities, they become empowered to make choices about how to take thoughtful and positive action. This action will be different from student to student and from context to context. The action may involve students in:

- feeling empathy towards others
- making small-scale changes to their behaviour
- undertaking larger and more significant projects
- acting on their own
- acting collaboratively
- taking physical action
- suggesting modifications to an existing system to the benefit of all involved
- lobbying people in more influential positions to act.

The service as action continuum could be summarized by the following diagram.

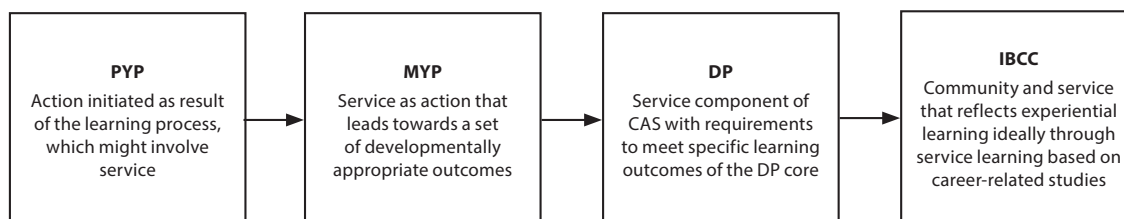


Figure 4

Service requires that students are able to build authentic connections between what they learn in the classroom and what they encounter in the community. When connected to classroom learning, the experience of service offers opportunities to apply concepts, both skills and knowledge, as students explore the community in its complexity, gain personal insight, develop existing and new skills, and grow in confidence and responsibility as they become “actors” in the “real world” beyond school.

Teachers can engage students in applying subject matter to developing plans and partnerships to meet real identified needs using a service learning model. Experiencing a service learning approach within an academic class becomes a critical and essential process for students. Having this experience, particularly when the service learning process is made explicit, provides a reliable model for students to use as a means and method for taking more independent initiative with an idea for service.

Guided or classroom learning that leads to action addressing an authentic community need is most meaningful when allowing for student initiative that incorporates their interests, skills and talents. The process also provides structured time for both formal and informal reflection on the service experience. When the service experience has meaning and purpose for all involved, participating in reflection is also seen as rewarding. By reflecting on their service experience, students may gain a greater awareness of the community and world they live in, and their role and responsibility in improving the lives of themselves and others.

Service for and with others

Service activities should evolve beyond doing for others to engaging with others in a shared commitment towards the common good. Meaningful service requires understanding of an underlying issue such as poverty, literacy or pollution, and authenticating the need for this service. Meaningful service includes interaction, such as building links with individuals or groups in the community. To align with the general principle that the rights, dignity and autonomy of all those involved in service are respected means that identification of needs towards which a service activity will be directed has to involve prior communication and full consultation with the community or individual concerned. This approach, based on a collaborative exchange, maximizes the potential benefits for all the people involved, including learning opportunities for students as they develop and strengthen communication abilities.

When schools have long-term established relationships with community partners that are the foundation of service experiences, students must still have a role in understanding the current need for these relationships and verify how their actions will benefit others. They can examine and refine prior plans to be more relevant and integrate their particular set of abilities and expanding knowledge.

MYP learning outcomes for service

With appropriate guidance and support, MYP students should, through their engagement with service as action:

- become more aware of their own strengths and areas for growth
- undertake challenges that develop new skills
- discuss, evaluate and plan student-initiated activities
- persevere in action
- work collaboratively with others
- develop international-mindedness through global engagement, multilingualism and intercultural understanding
- consider the ethical implications of their actions.

These learning outcomes identify the substance of students' self-reflection on service as action. All of these learning outcomes are closely associated with IB learner profile attributes and ATL skills. Through their participation in service, students can become more confident, self-regulated learners.

Planning for service as action

MYP schools are responsible for planning opportunities for students' involvement in service with the community. These opportunities should be aligned with MYP learning outcomes for service.

Opportunities for service in the community often require additional detailed curriculum planning. Service activities should be appropriately adapted to local circumstances, and they should take into account students' development, aptitudes and preferences. Students in the final years of the programme should, with proper guidance, develop the scope and nature of service activities and have responsible roles in planning, organizing and implementing service activities to reflect their growing maturity and autonomy.

Action can become part of the MYP unit-planning process at several points: adding specific learning engagements (using a service learning model) to meet curriculum objectives through principled action through service with others; providing students with ideas and opportunities through which they might choose to take or organize action themselves through service with others; using global contexts that invite students to initiate their own inquiry into local expressions of global challenges.

The considerations and choices about what community issues to address can extend directly from the curriculum. Classes can discuss how what they are learning is reflected in the world around them, and investigate related needs. As issues and needs present, students can determine where and how to apply their skills and talents in service that makes a contribution, improves a situation or otherwise has impact. Local service allows students an experience that can more easily extend over time to build continuity, allows for the development of relationships, and provides a vantage point to observe and participate in sustained change, challenge and collaboration. From the local, students can consider the global implications of their actions, and extend their thinking and knowledge to global awareness and understanding.

If students are planning a service experience with global emphasis, it is highly recommended they consider ways to include and integrate local action. Students can also consider extending local actions to global impact through partnerships with students in other cities and towns, countries and continents. Technology affords myriad opportunities for networking, sharing of initiatives, partnerships and impact.

Good practices developed by schools with successful MYP service programmes include:

- high levels of student involvement in planning for action that helps students demonstrate learning outcomes
- authentic connections with the curriculum
- regular and varied opportunities for self-directed student reflection, using student-chosen media and methods (art, music, a brief narrative, conversations, blogs, photographs, drama, or other methods that engage creative thinking)
- consideration of ethical issues that arise from engaging in service activities, including responsibility for acting with personal and institutional integrity
- guided practice in critical reflection, including models and strategies that help students create meaning from their experience in service activities, as well as meaningful feedback from peers, teachers and other adults
- emphasis on the quality of service, rather than on a system of counting hours devoted to service activities
- diverse opportunities for service with others throughout the programme, which can include learning about important issues, informing others, engaging in advocacy, organizing and taking individual and collaborative action
- clear understanding of the principles of mutual exchange, along with sustainable activities and relationships.

MYP schools are responsible for determining qualitative expectations for students' participation in service as action, in line with the learning outcomes for service in this guide.

Fulfillment of the school's expectations for participation in community service is a requirement of the IB MYP Certificate.

Language and identity

During adolescence, the role of language in identity affirmation is of particular significance as a pedagogical principle.

Identity is dynamic and shifts as relationships alter over time. Furthermore, the physical and emotional changes that take place during adolescence have enormous influence on the personal, social and cultural identities of MYP students. The role of language in how students perceive themselves in relation to others in various contexts is important in determining whether the social outcome is optimally positive or not. Specifically, this concerns the role of language in such areas as promoting group cohesion and inclusion, in negotiating power and status in relationships in those groups, in contributing to academic success and in developing the ability to reflect critically on all aspects of identity.

Human beings are typically social beings and, as group members, share certain cultural norms, expectations and ways of knowing. Language is key for the interpersonal communicative skills necessary to express group membership. Language development in the middle years is therefore crucial for building a bank of linguistic resources or a multilingual profile that gives as many choices as possible in identifying with, and belonging to, a range of appropriate groups.

In order to create and belong to a group with which they can identify, feel empowered and affirmed, adolescents will often develop particular ways of expressing themselves that differ from established forms of discourse. For instance, bilingual students may code switch or change language even within one sentence. Teachers sometimes automatically interpret code switching as a sign of unwelcome behaviour and respond by attempting to eradicate the practice. However, unless the motive is to use the language to exclude or create a culture to empower bullies, it may not necessarily be negative. Peer bonding is natural, and one way of expressing solidarity is through language. Understanding when to express this solidarity is what is important. Ideally, in an IB school community there would be an ethos that provided opportunities for discussions and critical reflection about appropriate language use for various contexts.

Of course, for MYP students to be able to make valid linguistic choices that consider purpose and audience within the full range of sociocultural and academic contexts they will encounter, they have to be empowered with proficiencies across various language domains, including those that require academic language proficiency.

In order for students to be sufficiently supported in language learning, schools must ensure that provisions are in place to support mother-tongue development as applicable, to support the learning of the host country or regional language and culture as applicable, to support students who are not proficient in the language of instruction and to encourage learning of languages already present in student body as applicable.

Moving from the primary to middle years presents challenging literacy demands for students. It is a school's responsibility to ensure there is sufficient time and pedagogical expertise for staff to allow for the development of literacy for all students so they are able to manage the academic demands of the MYP. Multilingual learners who are still developing threshold literacy skills in the language of instruction in the middle years are likely to have resources in their mother tongue that should be maintained and developed.

Language is central to learning. The IB's stance is explained in more detail in *Language and learning in IB programmes* (2011).

Learning diversity and inclusion

In IB World Schools, all students in the IB programmes should have meaningful and equitable access to the curriculum. IB programme principles and practices call for schools to be organized in ways that value student diversity and respect individual learning differences. Valuing diversity and difference is a key aspect of becoming more internationally minded and is an important goal of all IB programmes.

Among educators, the ongoing process that increases access and engagement of all learners in learning has become known as *inclusion*. Inclusive education involves responding positively to each student's unique learning profile, including students with diverse learning needs. There is a shift from specialist teachers being solely responsible for students with learning differences to collaborative planning by all teachers who are part of a student's education along the learning continuum.

Inclusion in the MYP

The MYP is intended to be an inclusive programme that can cater to the needs of all students. Thus, the IB strongly encourages schools to offer the MYP inclusively and schools must explain situations in which the programme is not available to all students. The central place of approaches to learning (ATL) helps teachers and students respond in a flexible way to individual learning needs, including the needs of those who are learning in a language other than their first language or who have learning support requirements. The MYP is designed to include students with learning support requirements.

Students with learning support requirements, as defined by the IB, may:

- display difficulties or live with conditions that are a barrier to learning and therefore need particular teaching strategies for classroom management and effective education
- display a higher than average aptitude in one or more subjects that requires adaptation and extension of the curriculum.

Students with learning support requirements, as defined by the IB, may:

- have the aptitude to meet all curriculum and assessment requirements but require support to reach their full potential in learning and assessment
- require support to access teaching and learning including planned strategies to access curricular instruction and inclusive assessment arrangements to access assessment.

As schools implement the MYP inclusively, teachers design learning experiences that allow students across a range of needs to meet their learning objectives (see *Meeting student learning diversity in the classroom* (2013)). Differentiated teaching practices can build opportunities in which each student can develop, pursue and achieve appropriate individual learning goals. This may involve utilizing collaborative and cooperative learning, a variety of learning practices, creative approaches to teaching and learning, differing formats and modes of exploring and presenting knowledge and understanding being made available to the students.

Inclusion succeeds when a school-wide culture of collaboration encourages and supports inquiry and problem-solving. Increasing participation in the MYP is an important place to begin. Schools should ensure equality of access to the curriculum and provide students with the support they need in order to set and meet challenging educational goals.

Just as schools differ in their size, facilities and available resources, so provisions may vary for students with learning differences. Some state, provincial or national education authorities require specific legal procedures and documentation, and it is good practice everywhere to document learning interventions and individual progress. The inclusion/special educational needs (SEN) policy developed by the school should be public and readily available to staff, parents and students. Schools and school employees are advised to respect the confidential nature of the students' educational records.

The inclusion of all students requires a school to address differentiation within the written and taught curriculum, demonstrated in the unit planner and in the teaching environment, which is reviewed during programme authorization and evaluation.

For more information, please refer to the "Inclusion/Special educational needs" pages of the online curriculum centre (OCC). For references to learning support requirements and external assessment, refer to the *Handbook of procedures for the Middle Years Programme*.

School structures

Whole-school planning for learning

This guide should serve as a focus for whole-school planning of the MYP and for teachers' continuing professional development.

Successful implementation of the MYP depends on the support and practical involvement of the school's leadership (including its governing body, administrators and pedagogical leaders), particularly in setting up an organizational infrastructure.

Leadership and management for change

The MYP's educational approach is broad and inclusive. It provides a framework that can accommodate a wide variety of teaching strategies and styles, provided they are driven by a clear sense of purpose and a commitment to student inquiry.

Administrators and teachers should recognize that:

- school-wide adoption of the MYP approach will require change not only in the classroom but throughout the school
- the process, as with any change that requires people to examine and modify their practice and thinking, is likely to be slow and challenging
- engaging in this process of change will have a beneficial impact on the whole school, individual teachers and, most significantly, on the quality of student learning
- the process of change in teaching practices will require substantial support from all teachers and administrators.

In IB World Schools, all staff as well as students should be committed to learning and to developing international-mindedness. To achieve this, staff and students must be encouraged to identify problems and seek solutions in the pursuit of continuous improvement towards common goals.

In implementing the MYP, three main strands initiate and drive school change.

1. The MYP unit-planning process: As part of the written curriculum, all teachers must use a unit-planning process that focuses on inquiry, conceptual understanding and global contexts for learning.
2. Collaborative planning: The requirement for collaborative planning both within and across subject groups ensures common understandings and common approaches to teaching and learning in the school, leading to a coherent learning experience for students. Collaborative planning also allows for the development of interdisciplinary learning initiatives, demonstrating to students the need to use concepts, knowledge and skills from different disciplines in order to solve problems.
3. MYP assessment: Assessment in the MYP is criterion-related and directly linked to the aims and objectives of the subject groups. MYP criterion-related assessment leads to teaching and learning that is grounded in inquiry, while maintaining disciplinary rigour.

Schools with languages of instruction other than English, French or Spanish

If the language of instruction of the school is not one of the IB working languages (English, French, Spanish), the pedagogical leadership team must develop plans to ensure the consistent implementation and development of the programme. The MYP coordinator and at least one teacher per subject group must be bilingual, including one IB working language, so that they are able to attend training and access IB documentation. The school must put in place structures and systems to ensure that all teachers are given the opportunity to understand the philosophy and implementation of the programme, regardless of their language profile.

The IB language policy describes the support for the translation of IB documentation to schools and teachers for the implementation of its programmes in the languages defined as *working* or *access languages*. There are five levels of support defined in the IB language policy. The IB aims to provide materials and services of comparable high quality in all the languages supported. Support given in particular languages is reviewed on a regular basis and, if certain conditions are met, the level of support could be increased or decreased.

The IB language policy, as published on the IB website (www.ibo.org), provides a framework that will ensure the IB's values and aims in relation to access and multilingualism are reflected in the organization's activities. The policy defines the ways in which the IB provides support to schools and teachers for the implementation of its programmes in different languages. It also provides guidelines to MYP schools that are implementing the programme in languages not supported by the organization.

School leadership structures and responsibilities

Leadership structures in schools vary widely according to local requirements and context. In order to implement the programme effectively, schools may need to review their leadership structures. Implementing the MYP requires schools to focus on the development of leadership and structures that support teaching and learning. This may, in some cases, imply a move from a leadership structure that is more focused on management to one more focused on pedagogical leadership.

School leaders are responsible for informing and securing ongoing support from their governing body or educational authority.

An IB World School offering the MYP is required to carry out a process of programme evaluation every five years. The process includes a self-study, which involves all stakeholders and is organized according to the *Programme standards and practices*.

Key roles

There are a number of key roles in any school offering the MYP successfully. It is critical to the success of any school programme that the school develops and documents ways of monitoring and evaluating its organizational structure and key roles.

The MYP coordinator

MYP coordinators play a key role in the development of the MYP. The IB requires the appointment of an MYP coordinator for each school or school partnership implementing the programme.

MYP coordinators must be proficient in one of the working languages of the IB (English, French or Spanish).

The specific responsibilities of the MYP coordinator will vary depending on the number of students and teachers, the type of school and its management structure. However, the MYP coordinator must have a job description, release time, support and resources to carry out the responsibilities of the position and must be part of the school pedagogical leadership team.

Successful implementation of the programme can include the creation of an **MYP educational team**, or steering committee, to assist the MYP coordinator and ensure involvement of the school leadership. At times, the MYP educational team may include parents and students. The MYP educational team's function can be to consider implementation and development issues, such as:

- creating and reviewing the school's action plan
- allocating resources and establishing priorities
- allocating meeting time for planning, timetabling or scheduling
- orienting and training new teachers
- assessing professional development needs
- providing individual teacher support
- reviewing the curriculum and curriculum documentation and development in the school
- planning for the personal project (or the community project), including the allocation of supervisors
- preparing for regular programme evaluation.

The MYP coordinator is responsible for monitoring the effective implementation of key and related concepts and global contexts in the curriculum. In turn, this monitoring allows the collective discussion of, and adjustments to, the ways in which the school uses and implements this essential dimension of the MYP.

MYP coordinators and individual teachers within the school can use a number of tools to help them monitor implementation of the MYP curriculum framework.

- Evidence of reflection in student work, process journals, portfolios and self-assessment documents
- Evaluation of action projects and service learning results
- Staff reflection on MYP units and unit planning
- Review of subject-group overviews

Subject-group leadership

School organizational structures must include leadership for curriculum development in subject groups. Subject leaders (in some schools, department heads or chairs) can provide a strong foundation in the development of the written curriculum in terms of:

- bringing together subject teachers in collaborative teams to develop MYP units
- leading the development of the vertical articulation for the subject group, which includes planning for the MYP aims and objectives, key and related concepts and content, knowledge and skills
- ensuring and leading the regular revision of the written curriculum
- developing and coordinating assessment strategies
- organizing standardization of assessment within the subject group.

Subject-group leaders are usually members of the MYP educational team.

Approaches to learning (ATL) leadership

The IB does not require schools to appoint teacher(s) to lead the planning of ATL. However, responsibility for planning ATL in all years of the MYP includes:

- ensuring that teachers understand ATL skills and their role in the programme
- helping to decide how ATL can be addressed by subject-specific content and special activities
- developing a plan for the vertical articulation of ATL skills across all years of the programme
- supporting teachers in developing teaching strategies for ATL skills.

Leadership for service as action (community service)

The IB does not require schools to appoint teachers to lead service. However, the school's organizational structure must support students' involvement in service as action and its qualitative monitoring.

Advisory (pastoral care) and year leaders

As part of the provision of care to their students, schools may have a pastoral care or advisory structure that might include homeroom teachers, advisors and class- or year-level leaders. In many schools, year leaders facilitate student transitions, and they may also have key roles in horizontal planning, including considering opportunities for interdisciplinary units within the year level.

Personal project supervision

During the fifth year of the programme, all MYP students must complete a personal project. The IB does not require schools to appoint a coordinator for the personal project. However, the school's organizational structure must support implementation of the personal project. Schools are required to appoint a supervisor to work with each student on the personal project. The supervisor should be an appropriately qualified person within the school but need not be a specialist in the particular field of study chosen by the student.

Community project supervision

All students in schools that end the programme in MYP year 3 or year 4 must complete a community project. The IB does not require schools to appoint a coordinator for the community project. However, the school's organizational structure must support its implementation. Schools are required to appoint a supervisor to work with each group of students on the community project. The supervisor should be an appropriately qualified person within the school but need not be a specialist in the particular field of study chosen by the students.

The MYP *Projects guide* (2014) gives supervisors more guidance on all aspects of the personal project and the community project.

Librarian

Schools offering the MYP must ensure that:

- students have easy access to a library in the school
- the library is equipped to support the programme and there is a plan to continue improving its resources
- the library resources support the languages offered by the school
- the library has resources on global issues and diverse perspectives.

In MYP schools, librarians can play a vital role in collaborative curriculum development and implementation. They should be knowledgeable on all key MYP curriculum documents. MYP librarians have key roles in supporting planning, leading collaboration and literacy development, and providing resources.

Librarians' expertise in research makes them a vital asset in planning for the integration of ATL skills into the curriculum. MYP librarians' knowledge of resources and of student skill development is also helpful in assisting teachers to plan meaningful and challenging assessment tasks.

Teachers can work with librarians to ensure the vertical and horizontal planning of ATL skills in all subjects. Librarians can be valuable in helping teachers to develop inquiry across the curriculum, including the development of critical thinking, creativity and collaborative skills. Librarians can also play a role in promoting academic honesty, particularly with technical skills such as citing or referencing.

Librarians can be a valuable resource in planning, but also in team or shared teaching. **Collaborative teaching** with the librarian need not be restricted to the library, but can take place in any learning spaces within the school.

MYP librarians can also play a key role in promoting reading for pleasure, which, as a by-product, will promote ATL skills, language acquisition and intercultural understanding. Librarians should ensure that the books in the library reflect the inclusive nature of the school.

The MYP librarian plays a vital role in working with teachers to **ensure that the curriculum is supported with a variety of current, relevant resources** that support the subject-group aims and objectives. Librarians should also work to identify and plan for access to resources that support the variety of student learning styles and interests, as well as language profiles of the student body. After being involved in the initial planning stages, and following discussions with teachers about students' needs, librarians can help to select resources that support student learning and allow students to move quickly through the locating phase into working with information and gaining deeper understanding. Resource lists might include print materials, websites, videos and other relevant information that can be placed on class wikis or blogs.

Counsellor

Many MYP schools have dedicated counsellors to serve MYP students, while others rely on members of staff to support and advise students. Although structures may differ, all IB World Schools offering the MYP must have systems in place to guide and counsel students through the programme and towards further studies. Staff who counsel students in an MYP school play an integral role in supporting students through their social and emotional learning, as well as with the demands of IB programmes (including assessment). In collaboration with year-level leaders and other staff, counsellors can be effective in integrating developmentally appropriate and timely topics into homeroom and advisory schemes in an effort to promote the development of balanced learners. Counsellors serve as a link between school, families and the curricular and non-curricular aspects of the programme, and are effective in maintaining a holistic balance towards addressing student needs.

Counsellors can integrate lessons on ATL skills into homeroom and/or advisory schemes, working with parents, who will serve as partners in the process. Counsellors can implement schemes that address the affective and physiological responses to school-related stress and how to manage the demands and expectations of the programme. MYP counsellors have special responsibilities for helping students to make successful transitions and subject choices, and for supporting students in MYP projects.

Counsellors can be involved in the process of **facilitating well-organized orientation and transition initiatives**. An effective transition involves sharing and disseminating relevant information and concerns to appropriate staff, being aware of individual student needs, and communicating regularly with parents and legal guardians.

In an effort to facilitate the **transition from the MYP to the DP**, counsellors should maintain consistent communication with both MYP and DP coordinators, as well as any DP counsellor(s). MYP counsellors should hold transition meetings with staff to discuss how students' needs and interests can be connected with subject choices, programme requirements and academic expectations in further study.

MYP counsellors are responsible for **facilitating student choices** in years 4 and 5 of the MYP in light of their choices for further studies, whether they are moving on to the DP, IBCC or other further education. The MYP counsellor will need to be knowledgeable about options for further education after the MYP, and the requirements for entry, in order to guide students appropriately.

Counsellors can facilitate homeroom/advisory sessions on career studies in the way that they relate to university choices and prerequisites, through course selection for further study (including the DP and IBCC), and achievement in the MYP. Parents should be kept abreast of such orientation initiatives so that they can be informed partners in the process of guiding students towards their future success. In collaboration with the DP coordinator and DP counsellor(s), sessions should be held to inform parents about the structure of the DP and what changes to expect.

Counsellors play an important role in **supporting students through the personal project and community project**. MYP projects represent significant milestones, as well as daunting tasks for many students. Counsellors can be effective in raising awareness of students' academic and/or emotional needs, and how they might interplay with the challenges of the MYP projects. Counsellors might strategically place students of concern with carefully chosen supervisors. Supervisors will then benefit from better understanding the students' needs and challenges, and how to address them throughout the completion of the project.

All students generally benefit from sessions on long-term planning and time management as they relate to the personal or community project. MYP counsellors can be effective in planning and implementing such sessions in collaboration with other members of staff, including the librarian.

Implementation policies

The implementation and development of the MYP can be supported and put into practice in everyday school life through the collective consideration, adoption and approval of appropriate school policies. Ideally, policy documents will be developed collaboratively. In many schools, it is usual for the school leadership to develop and propose policies to the board for adoption and approval. In the case of schools that are part of a district or foundation, policies may be created at district or foundation level for a group of schools.

In all schools offering the MYP, the bodies creating policies will need to be aware of the implications that their policies may have for the programme. School leadership must ensure that the governing body understands the principles of the programme. The school leadership should consider the provision of in-school training for school boards, and should invite board members to special events, such as themed days or personal project fairs.

All schools offering the MYP must develop and implement language, assessment, inclusion/special educational needs (SEN) and academic honesty policies that are consistent with IB expectations.

When policies are approved, school leaders will usually have the responsibility of creating procedures to enact the policies. Best practice has shown that the decision-making process should include staff input, as teachers will usually be in a position to advise administrators of potential issues and solutions.

During the implementation and development of the MYP, school policies come under regular review, and essential agreements may be used to develop procedures that uphold the principles of the programme.

Making a policy a working document

Once a policy has been constructed, further steps should be taken in order to ensure that it becomes a working document and that it remains up to date with the needs of the student population and in line with national and local legislation with regard to meeting learning needs.

Step 1: Establish a review process

The timing and responsibilities associated with a review process should be stipulated in the policy. As new ideas are developed, the results of research are gathered and as the school proceeds on its journey, the policy should be reviewed. The review procedure should also include roles and responsibilities for the evaluation of the effectiveness of the policy as a working document.

Step 2: Link the policy to other documents

The policy should be explicitly linked to other working documents.

Step 3: Communicate the policy

There should be consideration of how to keep the whole school community informed of the policy process and how they might make contributions. The roles and responsibilities for training new teachers should be clear.

Further guidance on developing school policies for language, assessment, inclusion/SEN and academic honesty are outlined in the following sections.

Developing a language policy

The IB document *Guidelines for developing a school language policy* (2008) contains detailed information on how to create and use effective policies that support multilingualism in all IB World Schools. A school language policy provides a dynamic framework for promoting the development of interpersonal communicative skills, threshold literacy that leads towards academic language proficiency, and confident identities. The language policy must include (as applicable):

- support for mother tongues
- support for students who are not yet proficient in the language of instruction
- learning of the host country or regional language and culture.

The language policy takes into account the needs of students in language and literature and language acquisition courses.

Developing an assessment policy

An assessment policy is derived from the school's and the IB's assessment philosophy and principles, which must be consistent with each other. It is constructed around educational and pedagogical values and, therefore, represents a statement of intent and action describing principles and practices for achieving educational goals relating to all aspects of assessment.

Constructing and implementing an assessment policy helps schools engage meaningfully with IB assessment expectations and to develop them in the context of the school's unique circumstances.

The assessment policy must include:

- a philosophy of assessment that supports student learning
- common practices in using the MYP assessment criteria and determining achievement levels
- common practices in recording and reporting student achievement
- implementation of formative and summative assessment consistent with IB expectations
- (for schools with local/state/national requirements) an explanation of the relationship of MYP assessment principles and practices with required systems for grading and reporting.

Effective assessment policies also consider assessment timelines and the demands they place on students and teachers, including workloads and personal well-being, plans for sharing information about MYP assessment with school staff and the broader school community, a process for gathering feedback, and a system to review the policy on a regular basis.

Everyone concerned with assessment, including students, teachers, parents and administrators, should have a clear understanding of the purposes of assessment and its practical application in the programme.

For detailed information about MYP assessment, see the section "Assessment for learning" in this guide.

Developing an inclusion/special educational needs policy

Schools must develop and implement an inclusion/special educational needs (SEN) policy that is consistent with IB expectations and in accordance with local legislation and the school's admission policy.

Steps for developing an inclusion/special educational needs policy

The following questions can be used to assist a school in developing an inclusion/SEN policy.

- What are the local, national and international legal obligations on inclusion/SEN that have to be met?
- What is the school's philosophy on inclusion/SEN and how does this articulate with its admissions policy?
- How do the school's philosophy on inclusion and its policy on admissions align with the school's mission statement?
- Are the financial implications balanced with the school mission and inclusion policy?
- Is the policy consistent with IB expectations (*Programme standards and practices* (2014))?

The following questions can be used to assist a school in developing inclusive/SEN procedures.

- How do we articulate inclusion in our school?
- Who is responsible for inclusion in our school?
- Is there an inclusion manager and what is his or her role in relation to supporting teachers and students?
- How are we promoting the value of inclusion to the school community?
- What are the local, national and international legal requirements of teachers in meeting the needs of all their students?
- What is the extent of our students' learning needs at present?
- What expertise do we already have access to?
- What expertise will we need?
- How are we meeting the needs of existing students?
- Which testing or screening tools do we have access to?
- Which tests are our staff qualified to administer?
- Who will be responsible for notifying parents, students and teachers of testing results?
- How will we document our inclusive education/SEN provision?
- How will the provision for inclusion/SEN be structured, coordinated and monitored?
- How will our provision for inclusion/SEN be supported by our professional development?
- What information should we hold on our students? Is any of the information confidential? Where should it be held? Who should manage it?
- Who will have access to student files?
- How will we coordinate the passing on of information at transition stages—changing schools, changing sections within schools, changing campuses?
- Where do we need to improve our provision?

Developing an academic honesty policy

It is a requirement that every IB World School offering the MYP has a policy to promote academic honesty. Academic honesty in the IB is a principle informed by the attributes of the IB learner profile. In teaching, learning and assessment, academic honesty serves to promote personal integrity and engender respect for others and the integrity of their work. Upholding academic honesty also helps to ensure that all students have an equal opportunity to demonstrate the knowledge and skills they acquire during their studies.

As stated in the IB learner profile, all members of the IB community must strive to be “principled”, acting with “integrity and honesty, with a strong sense of fairness and justice, and with respect for the dignity and rights of people everywhere”. MYP students must demonstrate academic honesty and avoid any form of academic misconduct.

A school policy on academic honesty must at least include:

- appropriate reference to the IB learner profile, particularly to striving to be *principled*
- the IB definitions of academic misconduct and its different categories
- advice on and/or examples of what constitutes academic misconduct, intellectual property and authentic authorship
- examples of conventions for citing and acknowledging original authorship
- guidance on the distinction between legitimate collaboration and unacceptable collusion.

Students need to learn and practise academic honesty as part of their ATL skill development, receive an age-appropriate copy of the policy and be aware that the coordinator and teachers are available to offer further advice and guidance.

Procedures for implementing the academic honesty policy, for example, instituting a requirement for students to sign an “honour code”, are at each school’s discretion.

All subject groups should be included in the development of a policy on academic honesty so that students gain a clear idea of the purpose of correct citation and referencing in a variety of disciplines. The need to acknowledge the source of data, works of art, computer programs, photographs, diagrams, illustrations, maps, and so on, must also be made clear to students by their subject teachers. The policy should be focused on prevention and must be a means of promoting good practice: a practical reference that is used and perceived in a positive way.

In addition to subject teachers and the school librarian, parents and legal guardians are important partners in promoting academic integrity.

The IB does not prescribe which style(s) of referencing or citation method should be used by students. However, the minimum information required in the MYP for identifying sources includes the name of the author, date of publication, title of source, and page numbers, as applicable.

For information about academic honesty and misconduct, see the sections “Teaching academic honesty” and “Understanding academic misconduct” in this document, and the documents *Academic honesty in the IB educational context* (2014) and *Handbook of procedures for the Middle Years Programme* (published annually).

Resources

Resources available to schools vary widely and influence the facilities and support that can be given to the implementation of the programme. In addition to the allocated budget for annual programme fees, the school must be able to provide the resources necessary to implement the programme, including:

- teachers who are qualified to teach the subjects offered by the school
- IB-recognized professional development required at authorization and evaluation
- dedicated meeting time for teachers' collaborative planning
- facilities for physical education, sciences, arts and design that allow for the MYP subject-group aims and objectives and the requirements of the programme to be met
- access to a library in the school that is equipped to support the programme; includes resources that support the languages offered by the school, as well as resources on global issues and diverse perspectives; and includes plans for continual improvement of the library resources
- resources to supervise and coordinate the personal project (or community project if students complete the programme in MYP years 3 or 4).

Concurrency and subject-group flexibility

The MYP's holistic philosophy of education provides the basis for a broad and balanced curriculum that includes eight subject groups. The MYP is designed to help students develop disciplinary and interdisciplinary understanding through concurrently taught courses in each subject group in each year of the programme.

The MYP requires at least 50 hours of teaching time for each subject group in each year of the programme. In practice, more time is often necessary to meet subject-group aims and objectives and to provide for the sustained, concurrent teaching that enables interdisciplinary study.

For students pursuing MYP course results that can contribute to the awarding of the IB MYP Certificate, the IB recommends at least 70 teaching hours in each of the final two years of the programme (MYP year 4 and MYP year 5).

Combined subject groups in MYP years 1–3

In MYP years 1–3, if local circumstances impose scheduling constraints that prevent the programme's designed implementation, schools can combine teaching and learning for a subject group into one or more other regularly timetabled/scheduled subject group(s). Any subject group that is not taught independently must continue to meet MYP requirements.

- All subject groups must include at least 50 subject-specific, clearly identified teaching hours.
- Schools must provide adequate collaborative planning time for teachers.
- Non-specialist teachers of a subject group that is not taught independently must participate in IB-recognized professional development for that subject group.
- Students must complete disciplinary or interdisciplinary summative assessment tasks that allow them to meet the objectives of all subject groups at the highest levels of achievement.
- Teachers must use the required subject-specific assessment criteria to evaluate and report on student achievement.

Schools can offer one or two subject groups as semester or trimester courses, provided that each course meets the required minimum 50 teaching hours. With the exception of "languages carousel" courses in MYP year 1, the study of language acquisition (or courses in a second language from the language and literature group) must be sustained across the entire year in each year of the MYP.

Subject-group flexibility in MYP years 4 and 5

Whenever possible, schools should continue to provide all students with opportunities to engage in the study of eight subject groups in MYP years 4 and 5. If students are better served in years 4 and 5 by studying fewer than eight subject groups, schools may offer subject-group flexibility, provided the following conditions are met.

- Students must be able to choose courses from at least six subject groups, which must include:
 - language and literature
 - language acquisition (or a second language and literature course, taught in a different language)
 - individuals and societies
 - sciences
 - mathematics
 - one additional subject group (arts, design, or physical and health education).
- These six subject groups must be studied concurrently.
- Subject groups in MYP years 4 and 5 must be taught independently.

Schools can offer students the opportunity to choose subjects or disciplines in MYP year 5 that are different from those they have studied in MYP year 4, including a different additional subject group (arts, design or physical and health education). Student achievement in MYP year 5 must be assessed against the required subject-specific criteria. For students pursuing IB-validated grades through MYP eAssessment, the IB recommends 70 teaching hours for each subject or discipline studied in each of the final two years of the programme.

Students' subject choices should reflect their plans for further study, including adequate preparation for the DP and IBCC, where appropriate.

Planning a coherent curriculum

The MYP's coherent curriculum comprises three interrelated components.

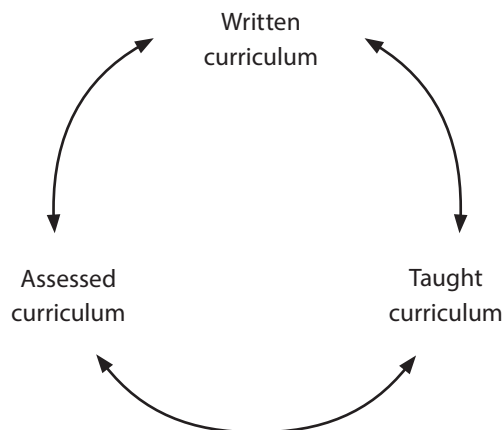


Figure 5
The curriculum model

In the MYP curriculum model, each component has equal value. In figure 5, the double-headed arrows indicate that developing, implementing and monitoring the school's written, assessed and taught curriculums is an integrated process. Consideration for all three components is woven together throughout the process of planning for learning.

The written curriculum

The written curriculum is a formal, comprehensive, school-wide set of documents written by the school that describes what will be taught in each subject to each age group. The MYP presents schools with a framework within which schools are expected to develop their own written curriculum, whether this includes external requirements or not. It is acknowledged that many schools will not have autonomy in deciding subject content. The development of learner profile attributes, conceptual understanding, incorporation of global contexts and approaches to learning (ATL) skills is a school-based process.

Curriculum development centres on four major elements.

- Key and related concepts
- Global contexts
- ATL skills
- Subject-group objectives

From these elements, documents such as subject overviews and unit planners will be developed through vertical and horizontal planning. In the written curriculum, MYP teachers can plan for service activities arising from inquiry that will be engaging and relevant to students.

The taught curriculum

Learners have beliefs about how the world works that are based on their experiences and prior knowledge. Those beliefs, models or constructs are revisited and revised in the light of new experiences and further learning. As students try to create meaning in their lives and the world around them, they will continually construct, test, confirm or revise their personal models of how the world works and their personal values.

Consequently, the taught curriculum in a school should emphasize the construction of meaning so that students' learning will be purposeful. When planning to teach a subject as part of the MYP, it is important to ascertain students' prior knowledge, and to provide experiences through the curriculum that give students opportunities to test and revise their models, to make connections between their previous and current perceptions, and that give them the opportunity to construct their own meaning. The MYP encourages teachers to provide opportunities for students to build meaning and refine understanding through structured inquiry. As the learning process involves communication and collaboration, this inquiry may take many forms, with students working on their own or collaboratively with partners or larger groups, within the classroom or beyond.

The structuring of new experiences by teachers, and the support teachers give to students' ideas about new experiences, are fundamental to students' conceptual development. The MYP encourages conceptual development that applies across and beyond subject groups.

The assessed curriculum

MYP assessment gives teachers and students reliable and valid information on student learning. Integrated with the written and taught curriculum, the assessed curriculum is considered throughout the processes involved in planning for learning. Assessment in the MYP is largely an internal (school-based) process. Teachers in IB World Schools develop, administer and provide feedback on assessment tasks that meet the programme requirements (including mandatory assessment criteria). The IB validates student achievement on the personal project through a process of external moderation. Optional MYP eAssessments provide students with additional opportunities to demonstrate their learning and receive IB-validated grades.

The MYP provides teachers with examples of the development of a range of authentic and targeted assessment strategies and tools that are focused on learning. Such strategies are communicated through subject-group guides, teacher support materials and workshop materials. These strategies and tools can be used to design assessment tasks that bring balance and integrity to the curriculum.

Table 1 summarizes the purpose and inquiry focus of the written, taught and assessed curriculum in the MYP.

Curriculum	Purpose	Inquiry focus
Written	The identification of a framework of what is worth knowing	What do we want to learn?
Taught	The theory and application of teaching through inquiry	How best will we learn?
Assessed	The theory and application of effective assessment	How will we know what we have learned?

Table 1
Curriculum summary

Whole-school curricular planning

Schools need to demonstrate that all teaching and learning for which they are responsible is seen as an interpretation of the MYP in action. The MYP should have an explicit impact on all aspects of the functioning of the school community. Schools must ensure that the experience of its MYP students creates coherence in their learning.

The MYP requires schools to plan the curriculum in a whole-school setting. Collaborative curricular planning requires:

- supportive leadership
- time to meet, share ideas, plan and reflect collaboratively
- commitment to planning in subject teams and in flexible teams of year-level teachers
- opportunities for professional development that furthers each teacher's understanding of their subject needs and of ATL and the global contexts.

For the successful implementation of the programme, planning the curriculum is considered to have vertical and horizontal components. As a result of vertical and horizontal planning, teachers will be in a position to develop subject-based and interdisciplinary MYP units within a whole-school curriculum framework.

The identity of a school is reflected in its written curriculum. A written curriculum that includes co-curricular activities will better reflect a holistic view of school values and mission. (Co-curricular activities, however, are not part of the programme model for the MYP and do not count towards the required teaching hours for each subject group.)

Collaborative planning of co-curricular elements can help schools develop a curriculum that reflects and supports the school's identity, including elements such as education for citizenship, outdoor adventure, experiential education and service within the community.

Meeting time

Schools must provide dedicated meeting time for collaborative planning. In MYP schools, meeting time is crucial, must be managed systematically and effectively, and must involve all teachers. Meeting time must be used to develop vertical and horizontal articulation of the curriculum across and between year levels, and across and within subject groups. ATL skills must be discussed and planned, and key concepts and global contexts considered across years. It is good practice to write unit plans in teams.

Vertical planning

The goal of vertical planning is to sequence learning to ensure continuity and progression from year 1 to year 5 of the programme and beyond.

Horizontal planning

To explore subject content fully using the key concepts and global contexts, a collaborative approach to planning and teaching is essential. This allows teachers to communicate regularly on matters concerning content and pedagogy. Planning horizontally will involve teachers of the same year level working together between and within subject areas to plan the scope of learning in a particular year.

Developing the written curriculum in groups of schools

Schools that are part of a group of schools, such as districts or foundations, might have part of the written curriculum planning for a group of schools assigned to them. If this is the case, it is important to consider the need for teachers to develop a measure of ownership of the written curriculum in the MYP. Without the engagement of the teachers in planning and developing units of work, teaching will lose the depth of conceptual understanding and inquiry that is essential in MYP teaching. Moreover, teachers need to model inquiry and reflection to their students, and this results from their own engagement with the unit plans.

Although it is possible for vertical planning of ATL skills to be developed at a level above the individual school, unit plans and subject-group overviews must be developed by subject teachers.

Teachers as learners

For many teachers, the processes described above will be new when they start teaching the MYP and will involve a learning process. Just as students learn in different ways, so too do teachers. Some will be comfortable in starting to develop units individually or in their teams. Others will want to use models (which might be detailed to the level of lesson plans) to trial in their classes. There is no one “right” way for teachers to approach the learning process. No matter which approach is taken, however, the purpose is for teachers to be empowered to use their creativity and professionalism in developing MYP units of work that engage students in learning the essence of the discipline while engaging with the world around them.

Planning for interdisciplinary learning

As teachers plan collaboratively to integrate global contexts and key concepts with their subject content, two or more subjects can work together to inform the inquiry. As teachers identify complementary content, skills and concepts, they can plan MYP units that address common real-world issues.

Interdisciplinary learning can take place between different subject groups, as well as between different disciplines within a subject group. This kind of learning encourages broader perspectives on complex issues, and encourages deeper levels of analysis and synthesis. Interdisciplinary connections must be meaningful. All MYP teachers are responsible for fostering interdisciplinary understanding.

In the MYP, interdisciplinary learning is generally defined as the process by which students come to understand bodies of knowledge and modes of thinking from two or more disciplines or subject groups and integrate them to create a new understanding.

MYP schools are responsible for engaging students in at least one collaboratively planned interdisciplinary unit that includes more than one subject group in each year of the programme.

Interdisciplinary learning seeks to yield interdisciplinary understanding. Students demonstrate interdisciplinary understanding of a particular topic when they can bring together concepts, methods or forms of communication from two or more disciplines or established areas of expertise to explain a phenomenon, solve a problem, create a product or raise a new question in ways that would have been unlikely through single disciplinary means.

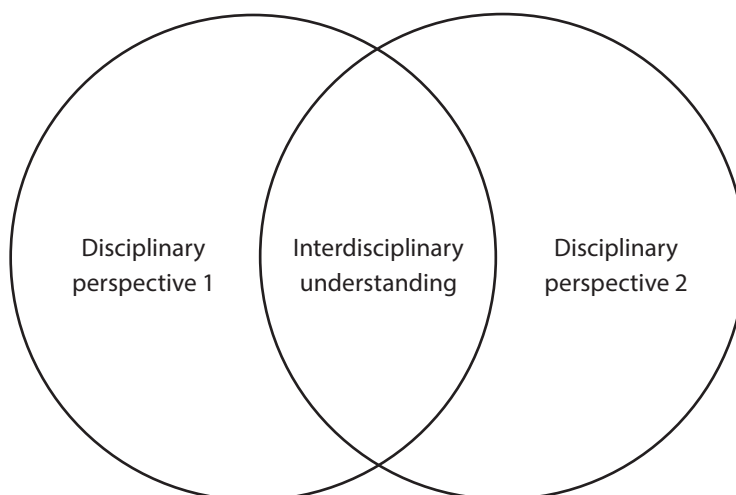


Figure 6
Interdisciplinary understanding

Three key qualities of interdisciplinary understanding follow from this definition. These qualities guide the design of interdisciplinary teaching and assessment of student work in the MYP. Interdisciplinary learning is purposeful, integrative and grounded in disciplines (see figure 7).

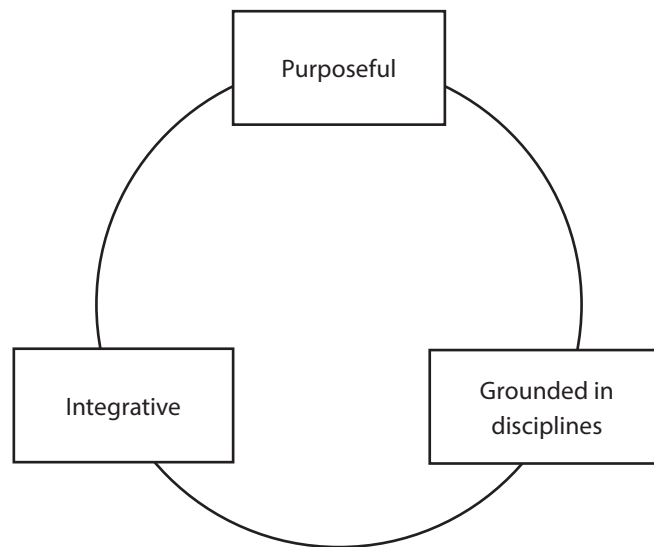


Figure 7
Key qualities of interdisciplinary learning

The complexity of real life requires interdisciplinary perspectives that can help students to:

- address biases and consider diverse interpretations and points of view
- engage personal interest and increase their motivation for learning
- broaden their awareness of circumstances that have personal impact
- develop critical- and conceptual-thinking skills by gathering and evaluating relevant data, analysing alternatives, considering potential consequences and drawing conclusions
- take action in ways that are age-appropriate and develop dispositions to take responsible action as citizens of local, national and global communities.

For further guidance on interdisciplinary teaching, schools should consult the IB publication *Fostering interdisciplinary teaching and learning in the MYP* (July 2014).

Documenting the MYP curriculum

Developing the written curriculum for a school is a comprehensive and iterative mapping process that needs to take place using a series of coherent documents at appropriate levels. The documents are presented in a certain hierarchy; however, the information presented in one may inform another. These documents are working documents under constant reiteration and revision. For example, the unit-planning process might lead teachers to identify different concepts to explore or additional ATL skills that students can learn and practise.

The MYP **required documentation** for the written curriculum consists of:

- unit plans
- subject-group overviews
- ATL planning.

Unit plans

Teachers create MYP unit plans based on the required components and planning process. Although the IB does not require MYP teachers to develop lesson plans associated with each unit, many teachers find it helpful to do so. The MYP unit-planning process is described in detail in this guide (in the section “Developing MYP units”) and teacher support material for each subject group provides samples developed in collaboration with IB World Schools.

Subject-group overviews

The subject-group overview provides evidence of vertical and horizontal planning, documenting the written curriculum in each subject group across all years of the programme. The overview includes the unit title, key and related concepts, global context, statement of inquiry, objectives, and ATL skills and content.

Unit title	Key concept	Related concept(s)	Global context	Statement of inquiry	MYP subject-group objective(s)	ATL skills	Content (topics, knowledge, skills)

Subject-group overviews allow teachers and school leaders to reflect on the vertical articulation of the written curriculum. Through collaborative planning, schools must, over the years of the programme, ensure that the curriculum has:

- included all required key concepts
- addressed all related concepts

- explored the complete range of MYP global contexts
- appropriately developed all ATL skill categories
- offered students opportunities to meet all subject-group objectives in a balanced way.

This reflection can lead to action in terms of modifying units and ATL planning.

Subject-group overviews can also provide a horizontal view, allowing teachers to reflect upon:

- common concepts or contexts among subject groups of a particular year level that could provide the basis for interdisciplinary learning
- the scope and variety of key concepts, global contexts and ATL skills in a particular year level.

Schools can adjust overviews to add further information that might be useful, including local, state or national requirements and standards. Subject-group overviews also provide a record of how the school organizes the subject group through courses of study in various subjects and disciplines.

ATL planning

Using the ATL skills framework, teachers can develop a progression of ATL skills to be taught and formatively assessed at different stages of the programme. Examples of ATL skill planning can be found in the *Approaches to learning teacher support material* (August 2014).

Review of the written curriculum

Schools must put in place the necessary systems for the regular review of the written curriculum, including individual units of work as well as the planning of approaches to learning (ATL), through reflection upon subject-group overviews.

When undertaking curriculum review, schools need to ensure continued alignment and coherence. When the IB publishes revised MYP subject-group guides, schools need to ensure that teachers review subject-specific content in the light of any changes to the objectives. When possible, schools can align their curriculum review cycles with those of the MYP subject review cycles.

If the school does not have English, French or Spanish as a language of instruction, the school will need to develop strategies to ensure that all teachers have access to information from current IB publications.

MYP unit planner

In the context of the MYP curriculum, a *unit* can be defined as a period of study that concludes with a summative assessment. This section describes the process of planning inquiry-based, subject-specific units (disciplinary learning) using the MYP unit planner.

There are three aspects of developing an MYP unit: establishing the purpose of the unit; defining the process of teaching and learning through inquiry; and reflecting on the planning, process and impact of the inquiry. These aspects are developed by placing elements of “backwards planning” (Wiggins and McTighe 2005) in an MYP context. The relationship between these aspects of teaching and learning is dynamic, and any aspect might provide the point from which teachers begin their planning. In planning curriculum, teachers often move among inquiry, action and reflection; these inquiry-based aspects of curriculum planning are iterative and interrelated rather than strictly linear, as shown in figure 8.

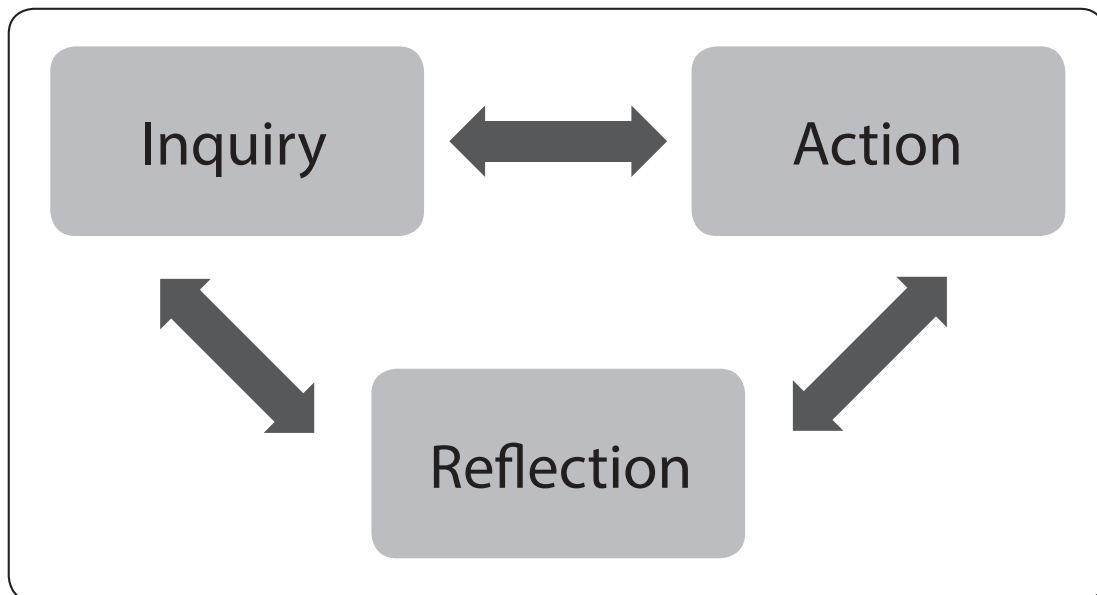


Figure 8

The dynamic aspects of MYP unit development

Unit plans are an essential component of the MYP written curriculum and must include the following elements.

Inquiry: Establishing the purpose of the unit

- Key and related concepts
- Global contexts
- Statement of inquiry
- Inquiry questions
- Subject-group objectives
- Summative assessment
- Approaches to learning (ATL)

Action: Teaching and learning through inquiry

- Content (selected or required)
- Description of the learning process
 - Learning experiences and teaching strategies
 - Formative assessment
 - Differentiation
- Resources

Reflection: Considering the planning, process and impact of the inquiry

- Prior to teaching the unit
- During teaching
- After teaching the unit

Teachers planning MYP units might begin with reflection on previously developed units of work, required content, a successful teaching strategy, an effective summative assessment, or an important ATL skill. From any of these starting points, teachers can use the unit planner to extend and coordinate their thinking about how to develop students' skills and understanding, and how to meet the subject group's aims and objectives.

The MYP unit-planning process helps teachers move collaboratively towards a fully developed written, taught and assessed curriculum. Many teachers find it helpful to use the MYP unit planner as an organizer for more detailed lesson plans developed to meet the needs of local teaching practices and requirements. Schools must use the MYP unit-planning process but can adapt the specific format of unit planning to meet their needs and to promote effective teaching and learning in a variety of local and national circumstances.

MYP unit planner

Teacher(s)		Subject group and discipline	
Unit title		MYP year	Unit duration (hrs)

Inquiry: Establishing the purpose of the unit

Key concept	Related concept(s)	Global contexts
Statement of inquiry		
Inquiry questions Factual— Conceptual— Debatable—		

Objectives	Summative assessment	
	Outline of summative assessment task(s) including assessment criteria:	Relationship between summative assessment task(s) and statement of inquiry:
Approaches to learning (ATL)		

Action: Teaching and learning through inquiry

Content	Learning process
	Learning experiences and teaching strategies
	Formative assessment
	Differentiation
Resources	

Reflection: Considering the planning, process and impact of the inquiry

Prior to teaching the unit	During teaching	After teaching the unit

Inquiry: Establishing the purpose of the unit

The “Inquiry” section of the MYP unit planner identifies the purpose of the unit to ensure its alignment with MYP philosophy and requirements. The components of this section of the MYP unit planner are: concepts, global contexts, statement of inquiry, inquiry questions, subject-group objectives, summative assessment and ATL.

Concepts

Key concepts

The MYP identifies 16 key concepts to be explored across the curriculum. These key concepts, shown in Table 2, represent understandings that reach beyond the eight MYP subject groups from which they are drawn.

Aesthetics	Change	Communication	Communities
Connections	Creativity	Culture	Development
Form	Global interactions	Identity	Logic
Perspective	Relationships	Time, place and space	Systems

Table 2
MYP key concepts

Teachers use key concepts from their own subject group(s)—as well as key concepts from other subject groups—to plan disciplinary and interdisciplinary units of inquiry. Teachers identify one key concept that drives the unit’s development.

The following broad descriptions apply across subject groups, and MYP subject guides suggest further subject-specific understandings. These concepts are not only “key” in the sense of being important; they also provide a key—a way into a body of knowledge through structured and sustained inquiry. They place no limits on breadth of knowledge or on depth of understanding, and therefore provide access to every student, regardless of individual aptitudes and abilities.

Inquiry into MYP key concepts will further develop (and lead to debate on) the meaning of these significant ideas.

- *Aesthetics* deals with the characteristics, creation, meaning and perception of beauty and taste. The study of aesthetics develops skills for the critical appreciation and analysis of art, culture and nature.
- *Change* is a conversion, transformation or movement from one form, state or value to another. Inquiry into the concept of change involves understanding and evaluating causes, processes and consequences.
- *Communication* is the exchange or transfer of signals, facts, ideas and symbols. It requires a sender, a message and an intended receiver. Communication involves the activity of conveying information or meaning. Effective communication requires a common “language” (which may be written, spoken or non-verbal).

- *Communities* are groups that exist in proximity defined by space, time or relationship. Communities include, for example, groups of people sharing particular characteristics, beliefs or values as well as groups of interdependent organisms living together in a specific habitat.
- *Connections* are links, bonds and relationships among people, objects, organisms or ideas.
- *Creativity* is the process of generating novel ideas and considering existing ideas from new perspectives. Creativity includes the ability to recognize the value of ideas when developing innovative responses to problems; it may be evident in process as well as outcomes, products or solutions.
- *Culture* encompasses a range of learned and shared beliefs, values, interests, attitudes, products, ways of knowing and patterns of behaviour created by human communities. The concept of culture is dynamic and organic.
- *Development* is the act or process of growth, progress or evolution, sometimes through iterative improvements.
- *Form* is the shape and underlying structure of an entity or piece of work, including its organization, essential nature and external appearance.
- *Global interactions*, as a concept, focuses on the connections among individuals and communities, as well as their relationships with built and natural environments, from the perspective of the world as a whole.
- *Identity* is the state or fact of being the same. It refers to the particular features that define individuals, groups, things, eras, places, symbols and styles. Identity can be observed, or it can be constructed, asserted and shaped by external and internal influences.
- *Logic* is a method of reasoning and a system of principles used to build arguments and reach conclusions.
- *Perspective* is the position from which we observe situations, objects, facts, ideas and opinions. Perspective may be associated with individuals, groups, cultures or disciplines. Different perspectives often lead to multiple representations and interpretations.
- *Relationships* are the connections and associations between properties, objects, people and ideas—including the human community's connections with the world in which we live. Any change in relationship brings consequences—some of which may occur on a small scale, while others may be far-reaching, affecting large networks and systems such as human societies and the planetary ecosystem.
- The intrinsically linked concept of *time, space and place* refers to the absolute or relative position of people, objects and ideas. Time, place and space focuses on how we construct and use our understanding of location ("where" and "when").
- *Systems* are sets of interacting or interdependent components. Systems provide structure and order in human, natural and built environments. Systems can be static or dynamic, simple or complex.

Related concepts

Related concepts and their definitions are found in each MYP subject guide, along with examples of how they are used to develop MYP units. Teachers can develop additional related concepts to meet the needs of students and local or national curriculum requirements. For each unit, teachers identify one or more related concept that extend(s) learning, lead(s) to deeper understanding, or offer(s) another perspective from which to understand the identified key concept(s).

Using key and related concepts

Since key and related concepts describe the most important ideas for teaching in the subject, teachers can use them as a framework for vertically articulating the curriculum. For example, teachers can begin by identifying the key and related concepts that will be addressed in each year of the programme, and then map the development of those concepts with respect to MYP subject-group objectives. Alternatively, teachers can begin by developing their understanding of subject-group objectives over the years of the programme, then identify key and related concepts for specific units.

When planning a unit of work and determining the conceptual understandings for students to explore through the unit, it is important to note the following.

- Students need multiple opportunities to explore the concepts defined for each subject or discipline. Students should have meaningful inquiry into all of the key and related concepts for each relevant subject group at least once over the course of the MYP.
- Over the course of the programme, students need to develop an understanding of the key and related concepts at increasing levels of sophistication and abstraction.
- Summative assessments should offer students opportunities to reach the highest levels of achievement with regard to their conceptual knowledge and understanding.
- Related concepts can have different levels of abstraction and disciplinary specificity (Erickson 2008). In some cases, key concepts can function like related concepts. For example, in a unit entitled “Balance in complex organisms requires the effective interaction of systems”, the related concepts balance and interaction bring disciplinary depth to the key concept of systems—and also deepen understanding of the subject.

Global contexts

Teaching and learning in the MYP involves understanding concepts in context. Global contexts provide a common language for powerful contextual learning, identifying specific settings, events or circumstances that provide more concrete perspectives for teaching and learning. When teachers select a global context for learning, they are answering the following questions.

- Why are we engaged in this inquiry?
- Why are these concepts important?
- Why is it important for me to understand?
- Why do people care about this topic?

MYP global contexts, illustrated in figure 9, provide common points of entry for inquiries into what it means to be internationally minded, framing a curriculum that promotes multilingualism, intercultural understanding and global engagement. These contexts build on the powerful themes of global significance that structure teaching and learning in the PYP, creating relevance for adolescent learners.

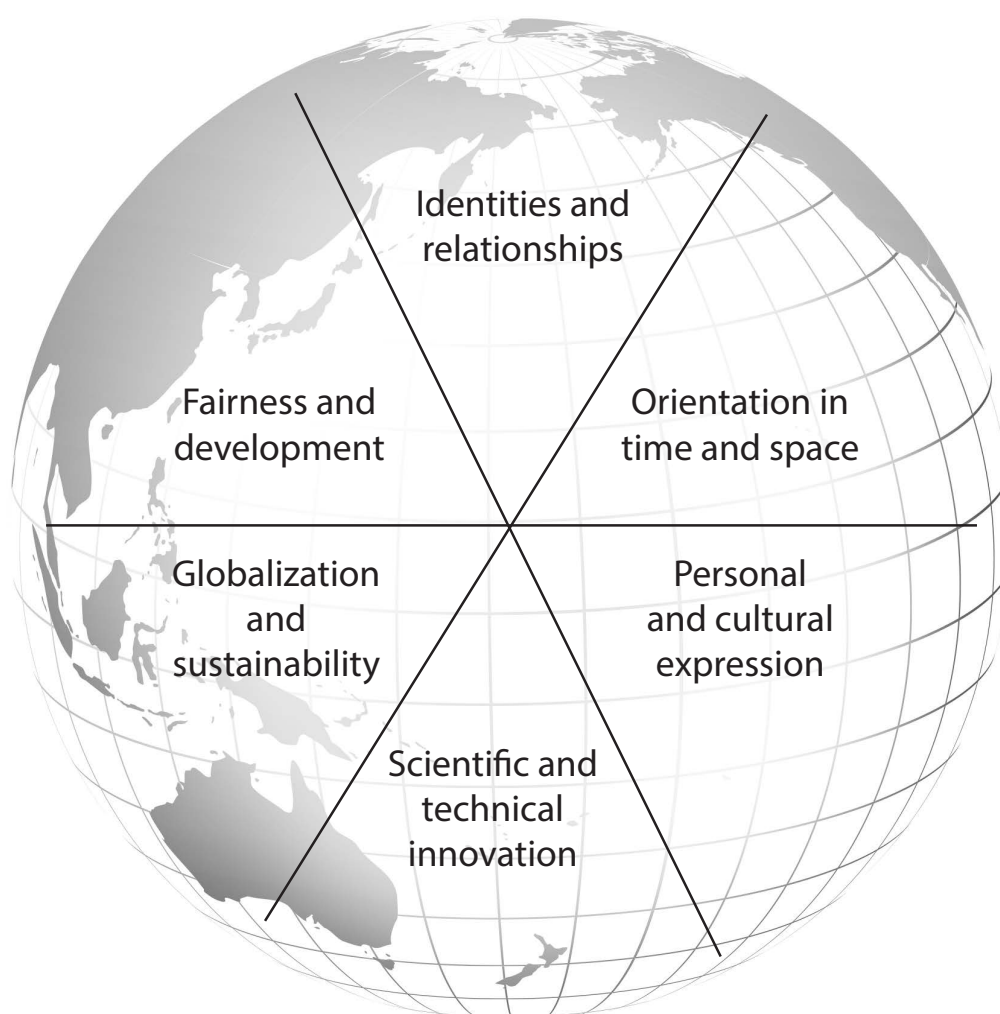


Figure 9
MYP global contexts

These and other contexts for teaching and learning inspire explorations of our common humanity and shared guardianship of the planet. They invite reflection on local, national and global communities, as well as the real-life issues and concerns of 11- to 16-year-old students. For each MYP unit, teachers should identify one global context that establishes a focus for meaningful teaching and learning in a programme of international education. Over the course of their study, students should encounter all six global contexts.

Table 3 contains explanations of the MYP global contexts and some of the many explorations that they can inspire.

Global context	Focus question(s) and description	Example explorations
Identities and relationships	Who am I? Who are we? Students will explore identity; beliefs and values; personal, physical, mental, social and spiritual health; human relationships including families, friends, communities and cultures; what it means to be human.	Possible explorations to develop • Competition and cooperation; teams, affiliation and leadership • Identity formation; self-esteem; status; roles and role models • Personal efficacy and agency; attitudes, motivation, independence; happiness and the good life • Physical, psychological and social development; transitions; health and well-being; lifestyle choices • Human nature and human dignity; moral reasoning and ethical judgment; consciousness and mind
Orientation in space and time	What is the meaning of “where” and “when”? Students will explore personal histories; homes and journeys; turning points in humankind; discoveries; explorations and migrations of humankind; the relationships between, and the interconnectedness of, individuals and civilizations, from personal, local and global perspectives.	Possible explorations to develop • Civilizations and social histories, heritage, pilgrimage, migration, displacement and exchange • Epochs, eras, turning points and “big history” • Scale, duration, frequency and variability • Peoples, boundaries, exchange and interaction • Natural and human landscapes and resources • Evolution, constraints and adaptation

Global context	Focus question(s) and description	Example explorations
Personal and cultural expression	What is the nature and purpose of creative expression? Students will explore the ways in which we discover and express ideas, feelings, nature, culture, beliefs and values; the ways in which we reflect on, extend and enjoy our creativity; our appreciation of the aesthetic.	Possible explorations to develop • Artistry, craft, creation, beauty • Products, systems and institutions • Social constructions of reality; philosophies and ways of life; belief systems; ritual and play • Critical literacy, languages and linguistic systems; histories of ideas, fields and disciplines; analysis and argument • Metacognition and abstract thinking • Entrepreneurship, practice and competency
Scientific and technical innovation	How do we understand the world in which we live? Students will explore the natural world and its laws; the interaction between people and the natural world; how humans use their understanding of scientific principles; the impact of scientific and technological advances on communities and environments; the impact of environments on human activity; how humans adapt environments to their needs.	Possible explorations to develop • Systems, models, methods; products, processes and solutions • Adaptation, ingenuity and progress • Opportunity, risk, consequences and responsibility • Modernization, industrialization and engineering • Digital life, virtual environments and the Information Age • The biological revolution • Mathematical puzzles, principles and discoveries
Globalization and sustainability	How is everything connected? Students will explore the interconnectedness of human-made systems and communities; the relationship between local and global processes; how local experiences mediate the global; the opportunities and tensions provided by world-interconnectedness; the impact of decision-making on humankind and the environment.	Possible explorations to develop • Markets, commodities and commercialization • Human impact on the environment • Commonality, diversity and interconnection • Consumption, conservation, natural resources and public goods • Population and demography • Urban planning, strategy and infrastructure

Global context	Focus question(s) and description	Example explorations
Fairness and development	What are the consequences of our common humanity? Students will explore rights and responsibilities; the relationship between communities; sharing finite resources with other people and with other living things; access to equal opportunities; peace and conflict resolution.	Possible explorations to develop • Democracy, politics, government and civil society • Inequality, difference and inclusion • Human capability and development; social entrepreneurs • Rights, law, civic responsibility and the public sphere • Justice, peace and conflict management • Power and privilege • Authority, security and freedom • Imagining a hopeful future

Table 3
Global contexts and explorations

The selected global context will inform the questions that teachers and students ask throughout the unit. However, many explorations of global contexts are closely related and, in the course of the unit, questions that relate to other global contexts may also be encouraged, developed and considered.

Inquiring into subject content through a global context enables students to develop a deeper understanding of both the subject and its application in the real world. Repeated cycles of inquiry, action and reflection can lead students from academic knowledge towards practical understanding, developing positive attitudes towards learning as well as a sense of personal and social responsibility.

Statement of inquiry

Teachers construct the statement of inquiry for a unit by combining a key concept, one or more related concepts, and a global context for the unit into a meaningful statement that students can understand. This statement expresses the relationship between concepts and context; it represents a transferable idea supported by factual content. Statements of inquiry facilitate synergistic thinking, synthesizing factual and conceptual levels of mental processing and creating a greater impact on cognitive development than either level of thinking by itself (Erickson 2007; Marzano 2009).

The statement of inquiry:

- represents a contextualized, conceptual understanding
- describes a complex relationship that is worthy of inquiry
- explains clearly **what** students should understand and **why** that understanding is meaningful
- can be qualified (using phrases such as “often”, “may” and “can”) if it is not true in all situations, but is still an important idea
- can be formulated at different levels of specificity.

Teachers can make very broad statements more specific, age-appropriate and focused by asking themselves “Why/how does this relationship or principle occur?” and “What are the implications of this understanding?” However, statements of inquiry should not be so specific that they cannot be transferable beyond the content of the unit.

Inquiry questions

Inquiry questions are drawn from, and inspired by, the statement of inquiry. Teachers and students develop these questions to explore the statement of inquiry in greater detail. Students can develop their own questions in ways that satisfy curiosity and deepen understanding. The strands of subject-specific objectives can also be helpful in formulating inquiry questions.

Inquiry questions give shape and scope to a unit of study, and they help to scaffold the objectives that students should strive to achieve. As the unit progresses, both teachers and students can develop additional questions to explore.

Table 4 lists some characteristics of factual, conceptual and debatable questions to consider when planning MYP units.

Factual questions	Conceptual questions	Debatable questions
• Knowledge/fact-based • Content-driven • Skills-related • Supported by evidence • Can be used to explore terminology in the statement of inquiry • Frequently topical • Encourage recall and comprehension	• Enable exploration of big ideas that connect facts and topics • Highlight opportunities to compare and contrast • Explore contradictions • Lead to deeper disciplinary and interdisciplinary understanding • Promote transfer to familiar or less familiar situations, issues, ideas and contexts • Encourage analysis and application	• Enable the use of facts and concepts to debate a position • Promote discussion • Explore significant ideas and issues from multiple perspectives • Can be contested • Have tension • May be deliberately provocative • Encourage synthesis and evaluation

Table 4

Characteristics of factual, conceptual and debatable inquiry questions

Subject-group objectives

Each MYP subject-group framework encompasses specific aims and objectives. The aims of all MYP subject groups state what teachers may expect to teach and what students may expect to experience and learn. The objectives of any MYP subject state the specific targets that are set for learning in that subject. They define what the student will be able to accomplish as a result of studying the subject. Each objective is elaborated by a number of **strands**; a strand is an aspect or indicator of the learning expectation.

The objectives of each subject group represent the use of knowledge, understanding and skills that must be taught. They encompass the factual, conceptual, procedural and metacognitive dimensions of knowledge. MYP objectives reflect and offer opportunities to develop the attributes of the IB learner profile.

The objectives for years 1, 3 and 5 of the programme are provided in MYP subject-group guides, and their use is mandatory.

Summative assessment

Summative assessment tasks should be directly linked to the statement of inquiry and provide varied opportunities for students to demonstrate their knowledge, understanding and skills. In planning these assessments of learning, teachers should ask the following questions.

- How does this assessment task relate to the statement of inquiry?
- Which MYP objectives are being addressed?
- How can we create meaningful performances of understanding?
- What evidence of learning will there be?
- How can we collect evidence of learning?
- How will the assessment task demonstrate conceptual understanding?
- How will results be recorded and analysed?
- How and when will students receive feedback?

Approaches to learning (ATL)

Every MYP unit identifies ATL skills that students will develop through their inquiry and demonstrate in the unit's formative (if applicable) and summative assessments. Many ATL skills directly support the attainment of subject-group objectives.

The most effective way to develop ATL is through ongoing, process-focused disciplinary and interdisciplinary teaching and learning. Teachers can use key and related concepts, along with global contexts, as vehicles for teaching effective learning strategies. Likewise, ATL skills can be powerful tools for exploring significant content. This dual focus on content and process promotes student engagement, deep understanding, transfer of skills and academic success.

In the MYP, ATL encompasses both general and discipline-specific skills. Many ATL skills are applicable to all MYP subject groups; these general "tools for learning" can be tailored to meet the specific needs of students and schools. To develop ATL skills that facilitate effective and efficient learning, students need models, clear expectations, developmental benchmarks (or targets) and multiple opportunities to practise. While ATL skills are not formally assessed in the MYP, they contribute to students' achievement in all subject groups. Teachers should provide students with regular, specific feedback on the development of ATL skills through learning engagements and formative assessment.

The structure of ATL skills in the MYP

The MYP extends ATL skill categories into 10 developmentally appropriate clusters. ATL skills are interconnected; individual skills and skill clusters that frequently overlap and may be relevant to more than one skill category. Appendix 1 describes some of the important ATL skills that students should develop in the MYP. Schools can use this list to build their own frameworks for developing students who are empowered as self-directed learners, and teachers in all subjects groups can draw from these skills to identify approaches to learning that students will develop in MYP units.

Approaches to learning are most powerful when teachers plan and students engage with them in relation to significant and relevant content knowledge in order to develop transferable understanding.

In the MYP unit planner, teachers identify ATL skills—general as well as subject-specific—that students will need to develop, through their engagement with the unit’s learning experiences (including formative assessments), to meet the unit’s objectives. The skills that teachers identify in this section of the planner are used to develop horizontal and vertical planning of ATL to meet MYP requirements for the written curriculum. Students and teachers can also work to identify and develop additional important ATL skills.

ATL skills focus on the process of learning, helping students to become confident, independent, self-managed learners for life. Teachers should teach skills explicitly, and students should have structured opportunities to practise them. Appendix 1 contains a framework for the ATL skills that students may develop in the MYP.

Many ATL skills that have been learned and practised during a unit of work can be integrated in assessment through a variety of tasks and projects involving problem-solving, hands-on approaches (individually and in groups), as well as traditional testing. Assessments involving ATL often require students to use information from different sources critically and to make appropriate use of technology.

Action: Teaching and learning through inquiry

The “Action” section of the MYP unit planner identifies the taught curriculum. Teachers use this section to focus on how students will learn. Teachers plan and record the content, learning process and resources that they use in the course of the unit.

Inquiry-based teaching and learning is not a linear process; the information gathered about one aspect often affects other dimensions of the planning process. For example, a review of available resources might require teachers to plan for different assessment tasks. Similarly, a review of students’ prior learning may mean that teachers need to allocate more time for the development of skills and understanding than originally planned.

Teachers should refer to the statement of inquiry to ensure that concepts and context inform the selection of learning experiences, formative assessment and teaching strategies.

Content

There is space in this section of the planner to list subject-specific content. This content may be mandated by state or national systems; it may come from school-based requirements or the school’s curriculum overview; or it may be derived from a range of education standards.

At the subject-group overview level of planning, content constitutes the disciplinary knowledge and skills to be taught and learned in each year of the programme. Such an overview develops a clear progression of learning, including the disciplinary topics that students encounter in the course of their MYP experience.

The starting point for identifying significant content is students’ current understanding. The goal of teaching and learning in the MYP is the active construction of meaning in which students build connections between their prior understanding and new information and experience that they gain through inquiry. “Front-loading” content (efficiently building background knowledge) can be important, introducing a base from which to teach skills or practise critical thinking. Effective inquiry often is not possible without facts and prior knowledge.

Schools that follow a national, state or local curriculum need to align the content standards (aims and objectives) or programme of study with MYP requirements. For schools with no required curriculum, teachers are responsible for choosing appropriate content that will enable students to reach MYP subject-group aims and objectives. Schools can expand the scope of topics and depth of treatment according to their individual needs, preferences and possibilities.

Description of learning process

As schools implement the MYP, teachers must design learning experiences that allow students with a range of needs to meet the subject-group aims and objectives. Teaching and learning in all IB programmes is:

- based on inquiry
- focused on developing conceptual understanding

- developed in local and global contexts
- focused on effective teamwork and collaboration
- differentiated to meet the needs of all learners
- informed by assessment (formative and summative).

These pedagogical principles provide flexibility and empower teachers to develop their *approaches to teaching*. Teachers use a wide range of teaching strategies and approaches in the classroom to create student-centred learning that inspires confidence and personal responsibility. Students need to be actively engaged in learning, and the voices of both teachers and learners are essential in an IB education.

Learning experiences and teaching strategies

Teachers should purposefully choose strategies and learning experiences that are aligned with the unit's statement of inquiry; help students meet subject-group objectives; support the development of effective ATL skills; and meaningfully prepare students to achieve high levels of performance in the unit's summative assessment. The specific learning experiences and teaching strategies devised by teachers depend on available resources, the content to be taught and on the subjects themselves.

Teachers should ensure that a range of learning experiences and teaching strategies is:

- embedded in the curriculum
- built upon prior learning
- age-appropriate, thought-provoking and engaging
- based on the differing needs of all students, including those who are learning in a language other than their mother tongue, and students with learning support requirements
- open-ended and involves teaching problem-solving skills.

Teachers should choose strategies that provide for learning through disciplined inquiry and research; involve communication of ideas and personal reflection; and give students the opportunity to practise and apply their new understandings and skills.

Formative assessment

Formative assessment can take place before, during and after the substance of a unit is taught. Teachers need to develop ways of ascertaining students' prior learning so that they can plan appropriate learning experiences and teaching strategies.

Teachers also need to consider how to monitor and support learning as students engage with the unit. Formative assessment (assessment **for** learning) provides teachers and students with insights into the ongoing development of knowledge, understanding, skills and attitudes. *Assessment for learning* is "the process of seeking and interpreting evidence for use by learners and their teachers to decide where the learners are in their learning, where they need to go and how best to get there" (Black et al. 2002). Effective formative assessment also provides teachers and students with a way to explore personal learning styles as well as individual student strengths, challenges and preferences that can inform meaningful differentiation of learning.

Formative assessment can also provide important opportunities for students to rehearse or refine performances of understanding as they prepare to complete summative assessment tasks.

Peer and self-assessment are often valuable formative assessment strategies.

Differentiation

Differentiation (modifying teaching strategies to meet the needs of diverse learners) can build opportunities in which each student can develop, pursue and achieve appropriate personal learning goals. When considering pedagogical approaches to meeting individual learning needs, teachers also need to consider each student's language profile.

The IB identifies four important principles to promote equal access to the curriculum for all learners and to support the development of the whole person through differentiated teaching and learning, as illustrated in figure 10.

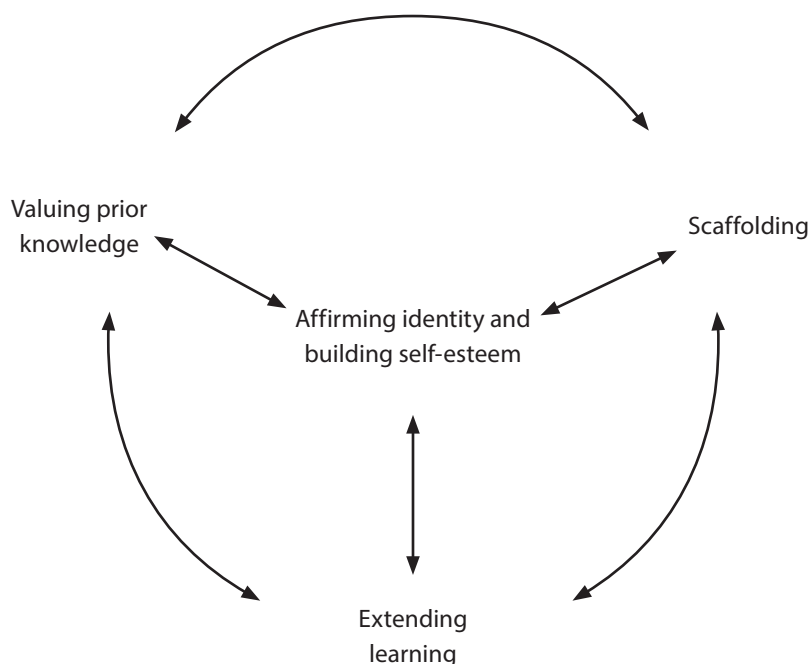


Figure 10
Principles of good practice for differentiated learning

For detailed information, see the IB publications *Learning diversity in the International Baccalaureate programmes* (2010) and *Language and learning in IB programmes* (2011). Universal design for learning also provides a set of principles for curriculum development that gives all individuals equal opportunities to learn.

Teachers can differentiate teaching and learning by providing examples (work samples or task-specific clarifications of assessment criteria); structuring support (advance organizers, flexible grouping, peer relationships); establishing interim and flexible deadlines; and adjusting the pace of learning experiences.

All students should be able to access the curriculum through the specific design of the unit and through the strategies that teachers employ to differentiate the content, process and outcomes of learning. Differentiation may include offering students various modes of interpreting materials, whether visually, aurally or kinaesthetically, and allowing students to choose alternate modes of presentation for their performances of understanding (for example, oral presentation, writing, or a practical method such as leading a peer-to-peer workshop).

Resources

Teachers need to investigate available resources and consider what additional resources might be necessary for the unit. Important resources to consider include:

- instructional materials and classroom technologies
- textbooks and other written and visual texts
- teaching materials developed by businesses and not-for-profit organizations
- educational games and simulations
- teaching aids and manipulatives
- learning environments beyond the classroom
- students' diverse languages and cultures
- families, experts and other primary sources in the school and the community
- school, university and community libraries
- digital resources, including the internet.

Reflection: Considering the planning, process and impact of the inquiry

The “Reflection” section of the MYP unit planner provides teachers with an invitation to record their reflection at three important periods in the unit’s development and implementation. Reflection in the unit planner can provide a starting point for collaborative planning, an ongoing reminder for reflective practice throughout the teaching process, and a format in which to evaluate teaching strategies and learning outcomes.

Reflection involves individual and collaborative consideration of the unit’s planning, process and impact. Reviewing each of the required elements of MYP unit planning is a valuable strategy for reflection. Teachers can profitably reflect prior to teaching the unit, during teaching and after the unit has been taught. Including students in reflection on the unit is an important strategy to promote the student-centred approach to education valued in IB programmes.

Questions such as those outlined in table 5 can inspire reflection that leads to effective teaching and learning.

Prior to teaching the unit

- Why do we think that the unit or the selection of topics will be interesting?
- What do students already know, and what can they do?
- What have students encountered in this discipline before?
- What does experience tell us about what to expect in this unit?
- What attributes of the learner profile does this unit offer students opportunities to develop?
- What potential interdisciplinary connections can we identify?
- What do we know about students’ preferences and patterns of interaction?
- Are there any possible opportunities for meaningful service learning?
- What in the unit might be inspiring for community or personal projects?
- Could we develop authentic opportunities for service learning?
- How can we use students’ multilingualism as a resource for learning?

During teaching

- What difficulties did we encounter while completing the unit or the summative assessment task(s)?
- What resources are proving useful, and what other resources do we need?
- What student inquiries are emerging?
- What can we adjust or change?
- What skills need more practice?
- What is the level of student engagement?
- How can we scaffold learning for students who need more guidance?
- What is happening in the world right now with which we could connect teaching and learning in this unit?
- How well are the learning experiences aligned with the unit’s objectives?
- What opportunities are we giving to help students explore the interpretative nature of knowledge, including personal biases that might be retained, revised or rejected? (DP theory of knowledge skills development)

After teaching the unit
• What were the learning outcomes of this unit? • How well did the summative assessment task serve to distinguish levels of achievement? • Was the task sufficiently complex to allow students to reach the highest levels? • What evidence of learning can we identify? • What artifacts of learning should we document? • Which teaching strategies were effective? Why? • What was surprising? • What student-initiated action did we notice? • What will we do differently next time? • How will we build on our experience to plan the next unit? • How effectively did we differentiate learning in this unit? • What can students carry forward from this unit to the next year/level of study? • Which subject groups could we work with next time? • What did we learn from standardizing the assessment?

Table 5

Possible questions for reflection

Teachers and students need not engage in reflection on every question; choosing a focus for reflection often leads to more meaningful results. Teachers and students should also consider other questions that can help to improve the planning, process and impact of inquiry in the MYP. Reflection will always be shaped by the specific needs of teachers and students in particular contexts.

Inquiry-based curriculum

Approaches to teaching in IB programmes

Teaching in IB programmes is:

- inquiry-based—provoking curiosity in order to structure and sustain exploration
- concept-driven—planning and teaching through concepts that are transferable to new contexts
- contextualized—reaching beyond the scope of individual subjects to establish relevance
- collaborative—promoting effective teamwork and purposeful/productive collaboration
- differentiated—providing access to learning for a diversity of learners
- informed by assessment—balancing assessment of, and for, learning.

Inquiry is a central idea in IB approaches to teaching. Inquiry, interpreted in the broadest sense, is the process initiated by students or the teacher that moves students from their current level of understanding to a new and deeper level of understanding.

The attributes of the IB learner profile promote inquiry, as do IB perspectives on language and learning and the focus on the development of intercultural awareness and international-mindedness in learning communities.

With inquiry there is a greater focus on the student starting from a position of knowledge—they already bring knowledge and understanding with them—and there is a reduced emphasis on the teacher being the keeper and transmitter of knowledge. There is an acknowledgment that a collaborative process of creating knowledge takes place in a learning community, as recognized in constructivist pedagogy.

IB programmes recognize and value students' efforts to construct meaning when exploring the world around them. To support this, the MYP requires teachers to provide learning experiences that draw on students' prior knowledge and provide the time and opportunity for reflection and consolidation. This constructivist approach respects students' ongoing development of ideas, and their understanding, transfer and application of these ideas to wider contexts. Constructivism implies a pedagogy that includes student inquiry into concepts through content in authentic global contexts. This pedagogy leads to the most substantial and enduring learning.

The construction of meaning and the development of conceptual understanding are supported in the MYP by the acquisition of knowledge and the development of skills and attitudes in context. This is the way in which students learn best; they should be invited to investigate personally and globally significant issues by:

- formulating their own questions
- designing their own inquiries
- assessing the various means available to support their inquiries
- proceeding with research, experimentation, observation and analysis that will help them find their own responses to the issues.

The starting point is students' current understanding, and the goal is the active construction of meaning by building connections between that understanding and new information and experience, derived from the inquiry into new content.

The nature of inquiry

Inquiry can take many forms, yet the most successful is when students' explorations and investigations are genuine and take them from existing knowledge to new levels of understanding. An explicit expectation of the MYP is that successful inquiry will lead to meaningful reflection and to responsible action initiated by the students as a result of the learning process. This action may extend the students' learning, or it may have a wider social impact. Both inquiry and action can look very different from age 11 to 16.

Not all approaches to teaching in the MYP will take place in an inquiry setting. The MYP promotes balance and a meaningful choice in teaching strategies that can include lectures, demonstrations, memorization and individual practice. However, teaching and learning through inquiry helps students to grow in their capacity to:

- make connections between previous learning and current learning
- experiment and play with various possibilities
- make predictions and take action to see what happens
- collect data and report findings
- clarify existing ideas and reappraise perceptions of events
- deepen their understanding through the application of a concept
- make and test theories
- research and seek information
- take and defend a position
- solve problems in a variety of ways.

In all IB programmes, the inquiry cycle is used in a number of ways including the exploration of concepts, through ATL skills, in unit planning, product design and experiential learning. In the MYP, global contexts are at the heart of inquiry and active learning, and can encourage students to take responsible action in a variety of situations encountered through the curriculum. For teachers and students, global contexts provide a means to inquire into subject content by questioning, explaining, discovering and doing.

The development of metacognitive skills and critical thinking through inquiry in the MYP can help to prepare students for theory of knowledge (TOK) in the DP, with its more structured focus on understanding how "knowing" is constructed in human societies. The MYP can provide valuable experiences that help students engage in sophisticated inquiry into questions about the nature, limits and value of knowledge. Inquiry-based approaches to teaching encourage students to share ideas with others and to listen to, and learn from, what others think. In this process, students' thinking and their understanding is shaped and enriched.

Creating learning environments

Schools must strive to provide secure learning environments in which the individual student is valued and respected. Learning experiences promote the development of attributes of the IB learner profile, and this is best achieved in a safe and supportive environment. Schools need to ensure that the relationships students establish with each other and with teachers, which are of central importance to development and learning, will flourish. Student learning is best supported through strong, communicative relationships between teacher, student and parent. In all schools offering the MYP, parents are informed, involved and welcomed as partners with a clear role to play in supporting the school and their own children.

The role of the teacher

Teachers, collectively and individually, play a key role in the creation of educational environments that encourage students to take responsibility, to the greatest possible extent, for their own learning. To create these environments, teachers must provide resources and support for each student to become involved in inquiry, using the tools and strategies that best fit the student's development and ways of learning.

The teacher must be familiar with, and responsive to, the needs and interests of individual students, and must be aware of the cultural and social contexts in which they live and learn. In the learning environment, the role of the teacher is to facilitate connections between the student's prior knowledge and the knowledge available through new experiences. The range of development and learning demonstrated by each member of a group of students will inform which practices the teacher will need to implement to meet the needs of both the group and the individual.

All MYP teachers are language teachers. Teachers need to develop awareness of approaches to learning (ATL) materials and teaching practices that take account of diversity in cultural and language backgrounds across the curriculum.

In the MYP classroom, the teacher facilitates student learning by creating opportunities for, and supporting, student inquiries; by asking carefully thought-out, open-ended questions; and by encouraging students to ask questions of each other as well as of the teacher. The learner profile provides a clear and explicit statement of what is expected of students, teachers and school leaders in terms of learning, and what is expected of parents in terms of support for that learning. In teaching and learning, teachers make explicit reference to the development of learner profile attributes.

Using good classroom practice

All schools offering the MYP have a commitment to learning and to developing international-mindedness. Everyone, staff and students, is encouraged to identify problems and seek solutions in the pursuit of continuous improvement towards common goals. Within this setting, each classroom operates as a microcosm of the larger institution.

An MYP classroom is itself a model of a community—it is a lively place, characterized by collaborative and purposeful activity. Within this community, students are empowered to do their best, for themselves, and

to contribute to the learning and well-being of others. They are supportive of each other and will come to establish their personal set of beliefs and values. The community encourages reflection, and values thoughtful consideration of issues, problems and success.

An MYP classroom is also a balanced classroom, in the sense that teachers balance the pursuit of understanding and the construction of meaning with the acquisition of knowledge, skills and attitudes. To do this, teachers use a range of teaching and assessment strategies and resources to meet the needs of each student. In this setting, students are actively engaged in planning and assessing their own learning. MYP classrooms are dynamic learning environments, with students moving from group work to individual work in response to their needs and the needs of their inquiries.

In summary, an MYP classroom is a place for thinking and where the expectations are high. It is an environment that is focused on learning.

Education outside the classroom

Classrooms and school buildings are important learning environments, but outdoor activities and environmental studies also provide powerful learning opportunities. Education beyond the classroom contributes to a range of important societal goals that can promote health and well-being, pro-social behaviour and community cohesion.

Outdoor adventure can be another valuable component in a well-rounded and rich educational experience, providing settings in which young people can engage in self-discovery and develop environmental awareness. MYP students benefit from regular opportunities to learn in outdoor settings, understand a natural place over time, and put theory into practice beyond the classroom.

Education outside the classroom often incorporates responsible action and critical reflection in ways that are essential in the process of learning through inquiry.

Teaching academic honesty

Academic honesty is the responsibility of all schools, teachers and students in IB programmes and must be developed across the curriculum as part of a school's approaches to learning. From an early age, students can be taught in the PYP to recognize ownership of work and attribute accordingly. As students gain experience they can be taught a range of academic honesty skills so that by the time they meet externally validated assessment in the MYP or the DP, they have well-developed skills and can avoid pitfalls.

MYP students should learn key ATL skills such as citing and referencing, and be given opportunities to make mistakes and learn from them so that they are well prepared for further studies after the MYP. This section should be read in conjunction with the "ATL skills framework" (Appendix 1) and the "Developing an academic honesty policy" section of this guide.

Academic honesty must be seen as a set of values and skills that promote personal integrity and good practice in teaching, learning and assessment. It is influenced and shaped by a variety of factors including peer pressure, culture, parental expectations, role-modelling and taught skills. Although it is probably easier to explain to students what constitutes academic dishonesty, with direct reference to plagiarism, collusion and cheating in examinations, whenever possible the topic must be treated in a positive way, stressing the benefits of properly conducted academic research and a respect for the integrity of all forms of student work in the MYP.

All MYP students must understand the basic meaning and significance of concepts that relate to academic honesty, especially intellectual property and authenticity. However, a conceptual understanding alone is not sufficient; students must have the knowledge and practical skills to apply such concepts to their work.

The concept of intellectual property is potentially a difficult one for students to understand because there are many different forms of intellectual property rights, such as patents, registered designs, trademarks, moral rights and copyright. Students must at least be aware that forms of intellectual and creative expression (for example, works of literature, art or music) must be respected and are normally protected by law. By implementing measures to prevent plagiarism, schools are helping to combat illegal out-of-school activities (for example, illegal music downloads, peer-to-peer/P2P file sharing) for which students could face legal proceedings.

In both conceptual and practical terms, students may not understand the difference between collaboration and collusion, and therefore require guidance. Collaboration may be loosely defined as working together on a common aim with shared information, which is an open and cooperative behaviour that does not result in allowing one's work to be copied or submitted for assessment by another. Collusion occurs when a student uses fellow learners as an unattributed source.

An authentic piece of work is one that is based on the student's individual and original ideas, with the ideas and work of others fully acknowledged. Therefore, all assignments for assessment, regardless of their format, must wholly and authentically use that student's own language, expression and ideas. Where the ideas or work of another person are represented within a student's work, whether in the form of direct quotation or paraphrase, the source(s) of those ideas or the work must be fully and appropriately acknowledged.

Although the IB defines plagiarism as the representation of the ideas or work of another person as the student's own, this definition alone does not provide students with sufficient information or guidance on what constitutes plagiarism and how it can be avoided. Students must receive guidance on when and how to include acknowledgments in their work. Similarly, the practice of paraphrasing is an ATL skill that must be taught so that students do not simply copy a passage, substitute a few words with their own and then

regard this as their own authentic work. When using the words of another person, it must become habitual practice for a student to use quotation marks, indentation or some other accepted means of indicating that the wording is not their own. Furthermore, the source of the quotation (or paraphrased text) must be clearly identified, along with the quotation, and not reside in the bibliography alone. Using the words and ideas of another person to support one's arguments is a fundamental part of any academic endeavour, and how to integrate these words and ideas with one's own is an important skill that should be explicitly taught as an ATL skill.

Principles of MYP assessment

Assessment is integral to all teaching and learning. MYP assessment requires teachers to assess the prescribed subject-group objectives using the assessment criteria for each subject group in each year of the programme. In order to provide students with opportunities to achieve at the highest level, MYP teachers develop rigorous tasks that embrace a variety of assessment strategies.

In the MYP, teachers make decisions about student achievement using their professional judgment, guided by mandated criteria that are public, known in advance and precise, ensuring that assessment is transparent. Across a variety of assessment tasks (authentic performances of understanding), teachers use descriptors to identify students' achievement levels against established assessment criteria. MYP internal (school-based) assessment uses a "best-fit" approach in which teachers work together to establish common standards against which they evaluate each student's achievement holistically.

This "criterion-related" approach represents a philosophy of assessment that is neither "norm-referenced" (where students must be compared to each other and to an expected distribution of achievement) nor "criterion-referenced" (where students must master all strands of specific criteria at lower achievement levels before they can be considered to have achieved the next level).

Assessment in the MYP aims to:

- support and encourage student learning by providing feedback on the learning process
- inform, enhance and improve the teaching process
- provide opportunity for students to exhibit transfer of skills across disciplines, such as in the personal project and interdisciplinary unit assessments
- promote positive student attitudes towards learning
- promote a deep understanding of subject content by supporting students in their inquiries set in real-world contexts
- promote the development of critical- and creative-thinking skills
- reflect the international-mindedness of the programme by allowing assessments to be set in a variety of cultural and linguistic contexts
- support the holistic nature of the programme by including in its model principles that take account of the development of the whole student.

Assessment practices in the MYP can sometimes represent significant challenges to existing school practices. Some key features of MYP assessment include:

- distinction between internal summative assessment and the supporting formative processes
- attention to the most accurate demonstration of student performance, rather than mechanically and uncritically averaging achievement levels over given reporting periods
- assessment of student understanding at the end of a course, based on the whole course and not individual components of it.

Students must be able to recall, adapt and apply knowledge and skills to new questions and contexts. Students need to understand assessment expectations, standards and practices, which teachers can introduce early and naturally in teaching, as well as in class and homework activities.

The aim of MYP assessment is to support and encourage student learning. The MYP places an emphasis on assessment processes that involve the gathering and analysis of information about student performance and that provide timely feedback to students on their performance. MYP assessment plays a significant role in the development of ATL skills, especially skills that are closely related to subject-group objectives. The MYP approach to assessment recognizes the importance of assessing not only the products, but also the process, of learning.

MYP **internal assessment** includes tasks, strategies and tools that are designed, developed and applied by teachers working with students in their schools. Teachers are well placed to assess the work of their MYP students; this assessment model supports the professional judgment of teachers in deciding the achievement levels of individual students.

MYP assessment encourages teachers to monitor students' developing understanding and abilities throughout the programme. Through effective **formative** assessment, teachers gather, analyse, interpret and use a variety of evidence to improve student learning and to help students to achieve their potential. Student peer and self-assessment can be important elements of formative assessment plans.

Internal (school-based) **summative** assessment is part of every MYP unit. Summative assessments are designed to provide evidence for evaluating student achievement using required MYP subject-group-specific assessment criteria.

Internal summative and formative assessments are closely linked, and teachers must use their knowledge of IB assessment expectations and practices to help students improve performance through consistent, timely and meaningful feedback.

By assessing students as they develop disciplinary and interdisciplinary understanding, teachers identify student learning needs in order to better inform the learning process. Assessment in the MYP is not confined to the final part of a learning period, such as the end of a unit. Formative assessments can be planned from the start of a unit, although they may change as teachers engage with students to determine the next stages of learning.

In summary, when creating MYP units, teachers must ensure that assessments:

- are integral to the learning process
- are aligned with subject-group objectives
- gather information from a variety of perspectives, using a range of tasks according to the needs of the subject and the nature of the knowledge, skills and understanding being assessed
- are appropriate to the age group and reflect the development of the students within the subject
- provide evidence of student understanding through authentic performance (not simply the recall of factual knowledge).

Using MYP assessment criteria

The MYP assessment criteria across subject groups can be summarized as follows.

	A	B	C	D
Language and literature	Analysing	Organizing	Producing text	Using language
Language acquisition	Comprehending spoken and visual text	Comprehending written and visual text	Communicating	Using language
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 mathematics in real-world contexts
Arts	Knowing and understanding	Developing skills	Thinking creatively	Responding
Physical and health education	Knowing and understanding	Planning for performance	Applying and performing	Reflecting and improving performance
Design	Inquiring and analysing	Developing ideas	Creating the solution	Evaluating
MYP projects	Investigating	Planning	Taking action	Reflecting
Interdisciplinary	Disciplinary grounding	Synthesizing and applying	Communicating	Reflecting

Schools must regularly report student progress towards the MYP objectives using the prescribed subject-group assessment criteria. The criteria for each subject group represent the use of knowledge, understanding and skills that must be taught. They encompass the factual, conceptual, procedural and metacognitive dimensions of knowledge. Assessment criteria for years 1, 3 and 5 of the programme are provided in MYP subject-group guides, and their use is mandatory.

In practice, schools often introduce objectives and criteria for MYP years 3 and 5 in the previous year so that students in MYP years 2 and 4 become familiar with, and begin working towards, stated requirements, adapting and interpreting them in ways that are developmentally appropriate.

Alignment of assessment criteria with subject objectives

In figure 11, a graphic representation of a particular subject group, MYP objectives are described in terms of what students should know, understand and be able to do at the end of the programme. Each objective is aligned with its corresponding assessment criterion: objective A is aligned with criterion A, objective B with criterion B, and so on.

The general description of objective A is reflected in the general information provided about criterion A. The general information gives teachers guidance on how the criterion should be used to design appropriate tasks and how it should be applied to measure student performance. This alignment is shown by arrow 1.

Arrow 2 shows how the various strands of objective A, shown in bulleted form, are aligned with the descriptors of one of several achievement levels. Each achievement level describes student performance in ways that teachers can use to determine how successfully each student has met the objective.

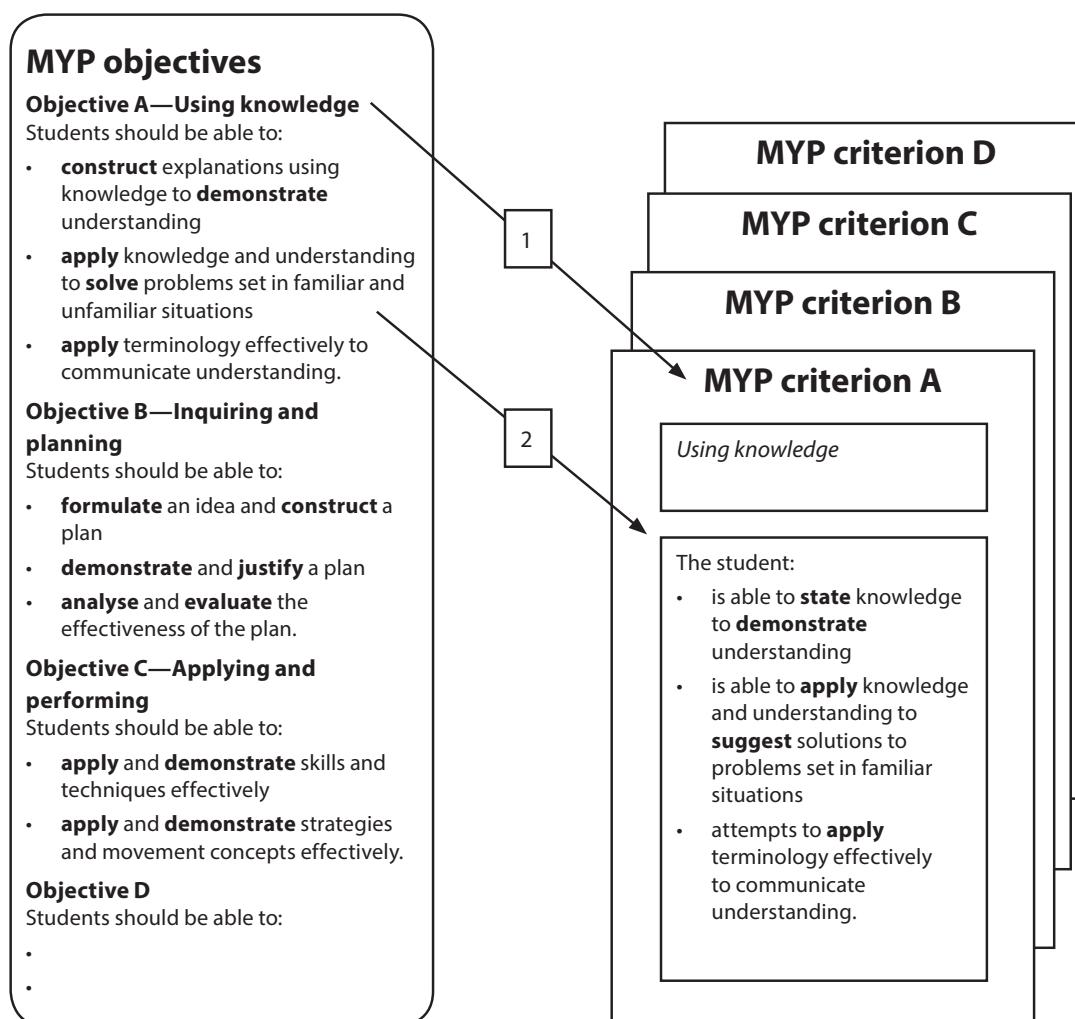


Figure 11

The relationship of a subject group's objective A to the same subject group's assessment criterion A and its descriptors of the various achievement levels

All strands of an objective must be addressed in order to determine a final achievement level.

Achievement levels

Each criterion is divided into various achievement levels (numerical values) that appear in bands, and each band contains general, qualitative value statements called level descriptors. The levels 1 and 2 appear as the first band, levels 3 and 4 as the second band, and so on. Level 0 is available for work that is not described by the band descriptor for levels 1 and 2. All criteria have four bands and a maximum of eight achievement levels. All MYP subject groups have four assessment criteria divided into four bands, each of which represents two levels of achievement. MYP criteria are equally weighted.

The level descriptors for each band describe a range of student performance in the various strands of each objective. At the lowest levels, student achievement in each of the strands will be minimal. As the numerical levels increase, the level descriptors describe greater achievement levels in each of the strands.

MYP command terms

Command terms are embedded in the objectives and assessment criteria of each subject group in the MYP. The outcome of using command terms is that students understand and know what to do when asked to “describe” as opposed to “discuss”, or to “infer” as opposed to “explain”. An understanding and mastery of the command terms is an ATL skill that can be applied in new situations across the MYP subject groups as well as in further study, including in the DP and IBCC.

Schools should provide opportunities for the explicit explanation of command terms within the context of the subject groups and the development of interdisciplinary ATL skills. By sharing command terms with students, teachers are able to give opportunities to practise relevant skills; to check understanding of the terms used to direct tasks; and to discuss what is expected or required, and the steps involved in completing tasks successfully. Each command term refers to specific thinking skills, practices and processes that constitute a subject or discipline, along with its content. In order to understand a discipline, which is a particular way of knowing, it is necessary to be fluent in the relevant command terms. Most command terms are applicable across subject groups.

Teachers use command terms when giving instructions, when questioning students, when posing problems and when eliciting responses from a class. Students are expected to understand and be able to respond effectively to the command terms present in teaching instructions, questions and problems presented to them. While the definitions for the command terms remain the same, the expectation for the level of sophistication of students’ understanding, responses and performances is expected to progress with students’ maturity and intellectual development.

Having a consistent definition of a command term enables students to understand the meanings and their application across disciplines. This clarity of terminology is especially important for students with diverse learning needs and complex language profiles. Consistent application of command terms reduces stress and confusion about their meaning, and empowers students to manage their own learning and transfer cognitive processes and academic skills.

Appendix 3 lists the MYP command terms, which are fully aligned with the command terms used in DP assessment.

Building shared understanding of MYP criteria

With reference to the published MYP assessment criteria, the descriptors of the various achievement levels and the qualitative value statements within each descriptor, teachers need to meet in subject teams to:

- identify individual similarities and differences in their understanding of the statements, using student work to provoke and promote discussion
- consult reference materials, such as IB-published teacher support materials and workshop materials
- agree on working definitions of the various statements as they apply to their situations.

For example, teachers of an MYP subject would need to agree, in the context of a particular assessment task, on the meaning of qualitative statements found within a strand of a particular criterion by discussing their expectations and using examples of student work to exemplify various achievement levels.

Internal standardization

Where more than one teacher is teaching the same subject group, the process of internal standardization must take place before final achievement levels are awarded. Internal standardization of assessment is also required for the personal project (or the community project if the school's programme ends in MYP years 3 or 4). The process involves teachers meeting to come to a common understanding on the criteria and achievement levels and how they are applied. In so doing, teachers increase the reliability of their judgments.

Standardization throughout the school year promotes consistency and builds common understandings about student achievement with respect to MYP objectives.

Determining achievement levels

At the end of a period of learning, teachers must make judgments on their students' achievement levels in each subject-group criterion. To determine these achievement levels, teachers must gather sufficient evidence of achievement from a range of learning experiences and assessments. Teachers need to ensure that this evidence comes from the performance of the student over the duration of the units taught.

A carefully constructed assessment task on an individual unit may provide evidence of achievement in all strands of a criterion or criteria.

When applying the assessment criteria to student performance, the teacher should determine whether the first descriptor describes the performance. If the student work exceeds the expectations of the first descriptor, the teacher should determine whether it is described by the second descriptor. This should continue until the teacher arrives at a descriptor that does not describe the student work; the work will then be described by the previous descriptor. In certain cases, it may appear that the student has not fulfilled all of the descriptors in a lower band but has fulfilled some in a higher band. In those cases, teachers must use their professional judgment in determining the descriptor that best fits the student's performance.

The descriptors, when taken together, describe a broad range of student achievement from the lowest to the highest levels. Each descriptor represents a narrower range of student achievement. Teachers must use their professional judgment to determine whether the student work is at the lower or the higher end of the descriptor, and award the lower or higher numerical level accordingly. Some other factors may also influence the teacher's decision on an achievement level, including the following.

- Student support—students will experience varying levels of support in their units, since peer-conferencing, formative assessment with feedback from the teacher, editing and correcting are all essential learning tools. Teachers should be mindful that achievement levels accurately reflect what students can do.
- Group work—teachers need to document carefully the input of individuals working in a group situation so that the achievement levels for individual students can be determined.

In these ways, at the end of a period of learning, evidence of student learning, gathered from a range of learning experiences in each of the objectives, can be matched to the appropriate assessment criteria to determine the student's achievement level.

Reasonable adjustments

Students with learning support requirements may require reasonable adjustments to access the MYP curriculum framework, including internal and external assessments. A reasonable adjustment is an action taken to remove or decrease a disadvantage faced by students with learning support requirements. A reasonable adjustment could be unique to a specific student and may include changes in the presentation of the test or method of response. Where reasonable adjustments involve changes to specific aspects or specific criteria of the assessment, the overall learning outcome must remain the same.

Modification of the curriculum

Students with more challenging learning support requirements may require modifications to subject-group objectives/assessment criteria or assessment criteria descriptors. If students participate in the programme with modifications to the required MYP curriculum framework, the IB is not able to validate grades or award the MYP certificate. Students who complete the personal project or school-based community service requirements in MYP year 5 are eligible to receive IB-validated MYP results.

Planning assessment

In the initial stage of planning units, teachers design statements of inquiry that drive the unit. Choosing from a range of assessment strategies, teachers can devise assessment tasks that give students adequate opportunities to show clearly what they can achieve in relation to inquiry questions, and hence the subject-group objectives for that unit. Teachers can ensure that they assess their students' performances fairly, fully and appropriately by selecting and using various assessment tools.

Assessment strategies

The MYP values the use of a variety of assessment strategies during the programme. The following list of strategies is not exhaustive, and the strategies themselves are not mutually exclusive; indeed, they should be used in conjunction with one another to provide a more balanced view of student achievement.

Observation

Teachers may choose to observe all students regularly and often, taking a wide-angle view (for example, focusing on the whole class) or a close-up view (for example, focusing on one student or one activity). Teachers can observe from the point of view of a non-participant (observing outside the task) or of a participant (observing when engaging in the task with the student). Observation will be particularly useful when assessing some behaviours and skills.

Selected response

Tests and quizzes are the most familiar examples of this form of assessment. Selected responses allow the teacher to ask general or specific questions to elicit responses from students that will indicate understanding and, possibly, misunderstanding. This strategy is particularly useful during the course of a unit, in formative assessment, as it is usually quick and straightforward to administer and can provide instant feedback for students and teachers.

Open-ended tasks

This strategy allows teachers to present students with a stimulus and ask them to communicate an original response. The response could take many forms, such as a presentation, an essay, a diagram or a solution to a problem. Open-ended tasks may be combined with other strategies, such as performance assessments.

Performance

The MYP assessment model provides opportunities for teachers to devise assessment tasks that enable students to demonstrate the range of knowledge, skills, understandings and attitudes that they have developed in the classroom. Performance assessments can allow students to perform the learned skills and show their understanding in real-world contexts.

Teacher-designed performances of understanding may take the form of a composition, a research report, a presentation or a proposed solution. Such performances serve two functions: they build student

understanding, and they make such understanding visible and available for assessment. Teachers can use the information to find out how to support students further (formative assessment) and whether the student has achieved the learning objectives (summative assessment).

Teachers should consider the distinction between activities or tasks and performances of understanding that are more effective in building deep understanding. Performances of understanding allow students both to build and demonstrate their understanding in and across subjects. They are based on the theory that understanding is not something we have—like a set of facts we possess—but rather is something we can do. In unit designs, performances of understanding take different forms depending on where in the unit they are placed (beginning, middle or end) and whether they target disciplinary or interdisciplinary understandings.

The MYP uses the term “performance” in its widest sense to describe all forms of assessment where students are assessed on their ability to demonstrate predetermined learning objectives.

Process journals

Reflection is an essential element of effective learning. The MYP objectives for all subject groups require students to develop higher-order thinking skills and conceptual understanding. Student reflection and metacognition are essential aspects of that process.

Through ATL, all teachers are responsible for actively involving students in all stages of the learning process. The use of process journals (required in some subject groups, such as the arts or design) can allow the teacher and student to communicate about the processes of learning, and can be used for meaningful and purposeful reflection. Regular recorded reflections by the students about key issues or important activities can lead to enhanced understanding of the concepts. For example, process journals can allow students to detail their service and action, and to reflect on the impact of these.

Portfolio assessment

Portfolios can be used by students and teachers to record their learning achievements and express their identity. Students and teachers will choose pieces of work, or include observations or evidence from other assessment strategies, that show their levels of knowledge and understanding, and that demonstrate their skills and attitudes. Portfolios are useful ways to involve students in their own learning and the assessment of that learning.

Teachers and administrators may wish to explore different models of portfolios for use in their own particular schools, and take into consideration the format of the portfolio, such as whether it should be a physical folder or a virtual folder on the school website. Storage issues, among others, will arise with either format.

Assessment tasks

These assessment strategies, and others, can all be used to develop suitable and appropriate performances of understanding. Tasks will be specific to MYP objectives, although various categories of task exist that are broadly represented by the following list.

- Compositions—musical, physical, artistic
- Creation of solutions or products in response to problems
- Essays
- Examinations
- Questionnaires

- Investigations
- Research
- Performances
- Presentations—verbal (oral or written), graphic (through various media)

The MYP subject-group guides provide more information on assessment tasks and their applicability to certain criteria.

Appropriateness of tasks

The assessment tasks developed for each unit should address at least one MYP subject-group objective. Student work that stems from these tasks is then assessed using the appropriate criteria. It is essential that tasks be developed to address the objectives appropriately; it is **not** valid to assess summatively pieces of work that do not address at least one of the objectives.

Assessment tasks should take into account the requirements of students with special educational needs (SEN). Consideration of the appropriateness of the task should also be made for those who are learning in a language other than their mother tongue. Where students will not be able to meet MYP objectives, tasks can be differentiated or modified as appropriate, but parents and students need to be informed.

Creating sufficiently rigorous tasks

Teachers will need to ensure that assessment tasks not only address an objective, but allow students access to all the achievement levels in the corresponding criterion. Without careful planning, some tasks, for example, might not permit access to the highest achievement levels for a variety of reasons. Similarly, some tasks may only allow very competent students access to any of the achievement levels; other students may not be able to achieve even the lowest levels simply because the task did not permit this.

Teachers will need to understand fully the implications of each criterion and the achievement levels before designing assessment tasks. Many of the highest level descriptors require teachers to design open-ended tasks so that students can choose, for example, which techniques or skills to apply.

Developing task-specific clarifications

MYP-published assessment criteria and the school-based modified criteria are described as holistic, in that they offer general, qualitative value statements about student achievement.

Task-specific clarifications can be useful in bringing a level of specificity to the assessment criteria. Each task-specific clarification will be based on a published MYP assessment criterion. Developing task-specific clarifications requires teachers to study the assessment criteria and to redraft the value statements within the level descriptors in terms of the specific assessment tasks in the MYP unit.

The value of the time invested in the process of task-specific clarification is that those produced:

- are an integral part of the learning process
- support learning by guiding instruction
- can be used with example materials to deepen understanding
- bring transparency to the processes of assessment for teachers, students and parents
- provide clear and measurable evidence of learning
- can be used again in subsequent years
- can be modified themselves as the units change over time

- contribute to teacher reflections on the MYP unit
- can be useful in curriculum review or monitoring when used collectively, as they can help to identify the specific content actually taught during a learning period.

When developing task-specific clarifications, teachers will need to clarify the expectations of any given task with direct reference to the published assessment criteria. For example, in individuals and societies, teachers would need to clarify exactly what a “wide range of terminology” means in the context of a given assessment task. This might be achieved by:

- changing some wording to match the task
- an oral discussion of expectations
- a task sheet that explains expectations.

Importantly, teachers and students should develop specifications and establish clear expectations at the beginning of each summative assessment process. When clarifying expectations for MYP assessments, teachers must ensure that they do not alter the standard expected in the published criteria or introduce objectives beyond those developed in the unit.

Recording assessment data

Teachers have a responsibility to document assessment data on all their students. During the course of MYP units, teachers will need to record assessment data using appropriate technology to support the determination of an achievement level.

Teachers will need to take all the data into account when determining a summative achievement level for a student in each criterion. Summative assessment data must be recorded as an achievement level as described within a criterion.

Assessment tools

The assessment strategies described earlier in this guide may be used to devise and develop assessment tasks. The following tools can be used to collect evidence of student achievement in each unit. They can be used to document learning.

Anecdotal records	Anecdotal records are brief written notes based on observations of students. Records on the whole class, on smaller groups or on individual students can help the teacher identify areas of understanding or misunderstanding. Anecdotal records need to be systematically compiled, documented and organized, and teachers should consider various ways, including the use of information and communication technologies, to do so. Teachers can use anecdotal records for reflection on student learning and for formative assessment. They will be invaluable in planning the next phases of learning. Anecdotal records can be very useful for teachers to identify learning skills, values and attitudes.
Continuums	Continuums provide visual representations of developmental stages of learning, and can be very useful for teachers and students when applied to skills development. They show a progression of achievement and can identify where a student has reached in relation to that learning process. When used in a similar way to anecdotal records, continuums identify the next stages of learning that can lead to mastery of skills. Continuums are particularly useful when used for ATL skills, as they can be developed by teams of teachers from a range of grade or year levels and can then be used across all subjects in all years of the programme.

Examples	Samples of students' work can serve as concrete standards against which other samples are judged. Generally, there should be at least one example for each achievement level in an assessment rubric. These can then serve as benchmarks for the particular task. Schools are encouraged to select examples that are appropriate and usable within their particular context. Following standardization by subject teachers, student work from one unit may serve as example material for the same unit the next year, if suitably anonymized and appropriate, and could be used by students in self-assessment.
Checklists	These are lists of attributes or elements that should be present in a particular response to a task. A markscheme for an examination is a type of checklist. Checklists are useful when used formatively, as they could be applied by either the teacher or student. Checklists have the potential to be used in self-assessment and can support the development of ATL skills.

Reporting student achievement

During the five years of the programme, all schools offering the MYP are required to communicate student achievement in each subject group to parents at regular intervals. Usually, this will be during and at the end of each school year, although it may vary considerably depending on local regulations and the school's organization of studies for each year of the MYP.

MYP reports of student achievement should communicate the student's achievement level for each assessment criterion. This practice provides students and their parents with information about the student's engagement with the objectives of each subject group and should be supported with advice for improvement, where applicable.

All schools are required to organize learning and assessment that is consistent with the prescribed MYP objectives and criteria. The assessment criteria, and their published achievement levels, must be used by all schools for any final internal assessment for MYP students and for predicted grades reported to the IB.

Using professional judgment

To determine the final achievement level in each of the criteria for each student, whether at the end of a marking period or the end of a year, teachers must gather sufficient evidence from a range of assessment tasks to enable them to make a professional and informed judgment. All units include summative tasks that are assessed according to one or more MYP criteria to ensure continuous assessment and feedback of students' performance against the MYP objectives. The planning of units and assessment tasks should ensure all criteria have been included over time, providing balanced evidence that is sufficient for determining a final achievement level.

The judgments will reflect the teacher's professional opinion on the achievement level of each student in each of the criteria at the end of the marking period or year. In gathering the evidence for the judgment to be made, teachers will analyse the achievement levels of students over the course of the marking period or year, which represents their summative performance for that period, paying particular attention to patterns in the data (such as an increasing level of performance), consistency and mitigating circumstances.

During the formulation of school-wide agreements on assessment in its assessment policy, schools can develop common understandings about how they will determine final achievement levels and grades.

Determining a grade during the programme

In addition to communicating achievement levels in each of the criteria, schools may decide to award and communicate grades. Some schools may need to award grades in order to meet national or other requirements.

If a school does award and communicate grades:

- the school must continue to communicate student achievement levels in each of the criteria
- grades must be based on the levels achieved in all of the criteria in that particular subject

- these processes must be open, transparent and understood by all stakeholders
- schools may use equivalent local, state or national grading scales to report student achievement, or they may adopt the MYP 1–7 grading scale. The MYP 1–7 grading scale should be used in conjunction with the associated general grade descriptors and grade boundary guidelines.

Inappropriate grading practices

The following grading practices are inappropriate and are counter to MYP assessment principles.

- Determining grades using a proportion of scores for classwork, homework and tests
- Determining grades by averaging summative performance scores over the year
- Using single pieces of work to determine final grades

Reporting format

There is no specific report format mandated for the MYP. Schools communicate assessment data to parents in a variety of ways, but they must do so formally, using a clear process, and at frequent intervals. The following ways of reporting to parents have been used by schools offering the MYP and have proved effective. However, in practice, a school's reporting system may make use of all three ways, and possibly others, and will depend on the needs of the school.

- **Report cards**—in which all teachers contribute assessment data from their subject, and which may or may not include grades.
- **Parent conferences**—in which teachers communicate assessment data to parents openly and transparently, possibly supported by examples of each student's work.
- **Student-led conferences**—in which students share assessment data about their learning with their parents, possibly supported with a portfolio of achievement.

In addition to providing data on student achievement as measured by MYP criteria, schools may consider reporting on other elements of the MYP, for example, service learning.

Aligning the MYP internal assessment model with external requirements

Schools may be required by some national or other systems to use a norm-referenced model, or a variant of it, to satisfy certain requirements. Where possible, schools in this situation are encouraged to align the assessment requirements of the national or other system with the MYP assessment model. If there are enough similarities (and flexibility in the national or other system requirements), schools can use MYP assessment criteria and criterion levels totals to determine grades. (If schools use MYP grades and choose to add additional criteria to meet local requirements, they must develop their own grade boundary guidelines. However, predicted grades submitted to the IB must be based only on MYP criteria.)

Schools can determine MYP grades and then convert them to grades for other systems. It is not acceptable to determine grades for other systems and then convert these to MYP grades.

Where the two systems are incompatible, schools must determine and report any MYP grades separately.

MYP general grade descriptors

To arrive at a criterion levels total for each student, teachers add together the student's final achievement levels in all criteria of the subject group.

Schools using the MYP 1–7 scale should use the grade boundary guidelines table that follows to determine final grades in each year of the MYP. The table provides a means of converting the criterion levels total into a grade based on a scale of 1–7.

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.

Understanding academic misconduct

The IB defines academic misconduct as behaviour that results in, or may result in, the student or any other student gaining an unfair advantage in one or more assessment component.

Academic misconduct includes:

- plagiarism—the representation, intentionally or unwittingly, of the ideas, words or work of another person without proper, clear and explicit acknowledgment
- collusion—supporting academic misconduct by another student, as in allowing one's work to be copied or submitted for assessment by another
- duplication of work—the presentation of the same work for different assessment components
- any other behaviour that gives an unfair advantage to a student or that affects the results of another student (falsifying data, misconduct during an examination, creating spurious reflections).

For most MYP assessments, students are expected to work independently but with appropriate support from teachers and other adults, although there are many occasions when collaboration with other students is an important part of the learning process.

Details of IB policies and procedures to support academic integrity as part of the external assessment process are available in the annual publication *Handbook of procedures for the Middle Years Programme*.

External assessment

Moderation of the personal project

All MYP students in schools with the fifth year of the programme demonstrate consolidation of their learning through completion of a personal project. If the programme ends in MYP year 3 or year 4, students in the last year of the programme at the school must demonstrate consolidation of their learning through the community project.

The majority of work for the personal project should be conducted during the fifth (final) year of the programme. The official validation of personal project grades is mandatory, and requires a process of external moderation of teachers' internal assessment.

Moderation offers students an external, international recognition of their achievement in the personal project, creates a reliable international standard of achievement, and helps to inform teaching and learning throughout the programme.

Schools are required to register all MYP year 5 students for personal project moderation.

Optional MYP eAssessment

MYP eAssessment offers students opportunities to demonstrate disciplinary and interdisciplinary understanding, international-mindedness, critical and creative thinking, problem-solving skills and the ability to apply knowledge in unfamiliar situations. On-screen examinations and ePortfolios provide a balanced model of assessment for schools seeking IB-validated grades.

Official IB recognition of achievement in the MYP is only available for students who participate in and successfully complete the required eAssessments.

Detailed information is available in the IB publication *Guide to MYP eAssessment*.

Monitoring of curriculum

Schools that do not participate in MYP eAssessment are required to engage in a process of curriculum monitoring prior to programme evaluation. Details are available in the annual IB publication *Handbook of procedures for the Middle Years Programme*.

MYP awards

MYP certificate

The MYP certificate is the highest standard of achievement in the MYP and results in official recognition and IB-validated grades. The MYP certificate requires participation in the final year of the programme, with recommended participation for two years, and successful results from:

- five on-screen examinations (one from each of four required subject groups, plus an interdisciplinary assessment)
- one ePortfolio from a course of study in language acquisition
- one ePortfolio from a course in physical and health education, arts or design
- the personal project.

In order to obtain the MYP certificate, students must meet the school's expectations for community service.

The MYP bilingual certificate additionally requires successful results from on-screen examinations for one of the following.

- A second language and literature course (instead of a course in language acquisition)
- One (or more) science, individual and societies, or interdisciplinary examination(s) in a language other than the student's chosen language and literature course

MYP course results

For MYP year 5 students who do not seek, or who do not succeed in attaining the MYP certificate, MYP course results will report their achievements in the programme.

MYP record of participation

To achieve the MYP record of participation, students in schools that end the programme in MYP year 3 or year 4 must:

- participate in the programme for at least two years and complete requirements in year 3 or year 4
- complete the community project.

This school-based award is not validated by the IB.

Full details of MYP awards and IB recognition are available in the IB publications *General regulations: Middle Years Programme* and *Handbook of procedures for the Middle Years Programme*.

Appendix 1: ATL skills framework

The MYP extends IB approaches to learning (ATL) skills categories into 10 developmentally appropriate clusters. This framework provides common ground from which schools can develop their own ATL planning based on MYP units, student needs, and local circumstances and requirements.

ATL skills are often interconnected. Individual skills and skills clusters frequently overlap and may be relevant to more than one skill category.

Some of the key questions to be answered by students with respect to ATL skills include the following.

- What are my present skills in this area and what evidence do I have of my development?
- What skills can I improve?
- What new skills can I learn?

When specific ATL skills become an explicit focus for teaching and learning, students can begin to take responsibility for their own development. Over time, students can identify themselves and their competence in any learning strategy using terms like the following.

- Novice/beginning—students are introduced to the skill, and can watch others performing it (observation)
- Learner/developing—students copy others who use the skill and use the skill with scaffolding and guidance (emulation)
- Practitioner/using—students employ the skill confidently and effectively (demonstration)
- Expert/sharing—students can show others how to use the skill and accurately assess how effectively the skill is used (self-regulation)

A concept-driven curriculum that uses ATL skills effectively enables all students to become stronger, more self-regulated learners.

Communication	
I. Communication skills	
How can students communicate through interaction?	Exchanging thoughts, messages and information effectively through interaction • Give and receive meaningful feedback • Use intercultural understanding to interpret communication • Use a variety of speaking techniques to communicate with a variety of audiences • Use appropriate forms of writing for different purposes and audiences • Use a variety of media to communicate with a range of audiences • Interpret and use effectively modes of non-verbal communication • Negotiate ideas and knowledge with peers and teachers • Participate in, and contribute to, digital social media networks • Collaborate with peers and experts using a variety of digital environments and media • Share ideas with multiple audiences using a variety of digital environments and media
How can students demonstrate communication through language?	Reading, writing and using language to gather and communicate information • Read critically and for comprehension • Read a variety of sources for information and for pleasure • Make inferences and draw conclusions • Use and interpret a range of discipline-specific terms and symbols • Write for different purposes • Understand and use mathematical notation • Paraphrase accurately and concisely • Preview and skim texts to build understanding • Take effective notes in class • Make effective summary notes for studying • Use a variety of organizers for academic writing tasks • Find information for disciplinary and interdisciplinary inquiries, using a variety of media • Organize and depict information logically • Structure information in summaries, essays and reports

Social	
II. Collaboration skills	
How can students collaborate?	Working effectively with others • Use social media networks appropriately to build and develop relationships • Practise empathy • Delegate and share responsibility for decision-making • Help others to succeed • Take responsibility for one's own actions • Manage and resolve conflict, and work collaboratively in teams • Build consensus • Make fair and equitable decisions • Listen actively to other perspectives and ideas • Negotiate effectively • Encourage others to contribute • Exercise leadership and take on a variety of roles within groups • Give and receive meaningful feedback • Advocate for one's own rights and needs
Self-management	
III. Organization skills	
How can students demonstrate organization skills?	Managing time and tasks effectively • Plan short- and long-term assignments; meet deadlines • Create plans to prepare for summative assessments (examinations and performances) • Keep and use a weekly planner for assignments • Set goals that are challenging and realistic • Plan strategies and take action to achieve personal and academic goals • Bring necessary equipment and supplies to class • Keep an organized and logical system of information files/notebooks • Use appropriate strategies for organizing complex information • Understand and use sensory learning preferences (learning styles) • Select and use technology effectively and productively

IV. Affective skills	
How can students manage their own state of mind?	Managing state of mind • Mindfulness – Practise focus and concentration – Practise strategies to develop mental focus – Practise strategies to overcome distractions – Practise being aware of body–mind connections • Perseverance – Demonstrate persistence and perseverance – Practise delaying gratification • Emotional management – Practise strategies to overcome impulsiveness and anger – Practise strategies to prevent and eliminate bullying – Practise strategies to reduce stress and anxiety • Self-motivation – Practise analysing and attributing causes for failure – Practise managing self-talk – Practise positive thinking • Resilience – Practise “bouncing back” after adversity, mistakes and failures – Practise “failing well” – Practise dealing with disappointment and unmet expectations – Practise dealing with change

V. Reflection skills	
How can students be reflective?	(Re)considering the process of learning; choosing and using ATL skills • Develop new skills, techniques and strategies for effective learning • Identify strengths and weaknesses of personal learning strategies (self-assessment) • Demonstrate flexibility in the selection and use of learning strategies • Try new ATL skills and evaluate their effectiveness • Consider content – What did I learn about today? – What don't I yet understand? – What questions do I have now? • Consider ATL skills development – What can I already do? – How can I share my skills to help peers who need more practice? – What will I work on next? • Consider personal learning strategies – What can I do to become a more efficient and effective learner? – How can I become more flexible in my choice of learning strategies? – What factors are important for helping me learn well? • Focus on the process of creating by imitating the work of others • Consider ethical, cultural and environmental implications • Keep a journal to record reflections

Research	
VI. Information literacy skills	
How can students demonstrate information literacy?	Finding, interpreting, judging and creating information • Collect, record and verify data • Access information to be informed and inform others • Make connections between various sources of information • Understand the benefits and limitations of personal sensory learning preferences when accessing, processing and recalling information • Use memory techniques to develop long-term memory • Present information in a variety of formats and platforms • Collect and analyse data to identify solutions and make informed decisions • Process data and report results • Evaluate and select information sources and digital tools based on their appropriateness to specific tasks • Understand and use technology systems • Use critical-literacy skills to analyse and interpret media communications • Understand and implement intellectual property rights • Create references and citations, use footnotes/endnotes and construct a bibliography according to recognized conventions • Identify primary and secondary sources
VII. Media literacy skills	
How can students demonstrate media literacy?	Interacting with media to use and create ideas and information • Locate, organize, analyse, evaluate, synthesize and ethically use information from a variety of sources and media (including digital social media and online networks) • Demonstrate awareness of media interpretations of events and ideas (including digital social media) • Make informed choices about personal viewing experiences • Understand the impact of media representations and modes of presentation • Seek a range of perspectives from multiple and varied sources • Communicate information and ideas effectively to multiple audiences using a variety of media and formats • Compare, contrast and draw connections among (multi)media resources

Thinking	
VIII. Critical-thinking skills	
How can students think critically?	Analysing and evaluating issues and ideas • Practise observing carefully in order to recognize problems • Gather and organize relevant information to formulate an argument • Recognize unstated assumptions and bias • Interpret data • Evaluate evidence and arguments • Recognize and evaluate propositions • Draw reasonable conclusions and generalizations • Test generalizations and conclusions • Revise understanding based on new information and evidence • Evaluate and manage risk • Formulate factual, topical, conceptual and debatable questions • Consider ideas from multiple perspectives • Develop contrary or opposing arguments • Analyse complex concepts and projects into their constituent parts and synthesize them to create new understanding • Propose and evaluate a variety of solutions • Identify obstacles and challenges • Use models and simulations to explore complex systems and issues • Identify trends and forecast possibilities • Troubleshoot systems and applications

IX. Creative-thinking skills	
How can students be creative?	Generating novel ideas and considering new perspectives • Use brainstorming and visual diagrams to generate new ideas and inquiries • Consider multiple alternatives, including those that might be unlikely or impossible • Create novel solutions to authentic problems • Make unexpected or unusual connections between objects and/or ideas • Design improvements to existing machines, media and technologies • Design new machines, media and technologies • Make guesses, ask “what if” questions and generate testable hypotheses • Apply existing knowledge to generate new ideas, products or processes • Create original works and ideas; use existing works and ideas in new ways • Practise flexible thinking—develop multiple opposing, contradictory and complementary arguments • Practise visible thinking strategies and techniques • Generate metaphors and analogies
X. Transfer skills	
How can students transfer skills and knowledge across disciplines and subject groups?	Using skills and knowledge in multiple contexts • Use effective learning strategies in subject groups and disciplines • Apply skills and knowledge in unfamiliar situations • Inquire in different contexts to gain a different perspective • Compare conceptual understanding across multiple subject groups and disciplines • Make connections between subject groups and disciplines • Combine knowledge, understanding and skills to create products or solutions • Transfer current knowledge to learning of new technologies • Change the context of an inquiry to gain different perspectives

Appendix 2: MYP-related concepts

Language and literature			
Audience imperatives	Character	Context	Genre
Intertextuality	Point of view	Purpose	Self-expression
Setting	Structure	Style	Theme
Language acquisition			
Phases 1–2			
Accent	Audience	Context	Convention
Form	Function	Meaning	Message
Patterns	Purpose	Structure	Word choice
Phases 3–4			
Audience	Context	Convention	Empathy
Function	Idiom	Meaning	Message
Point of view	Purpose	Structure	Word choice
Phases 5–6			
Argument	Audience	Bias	Context
Empathy	Idiom	Inference	Point of view
Purpose	Stylistic choice	Theme	Voice
Individuals and societies			
Economics			
Choice	Consumption	Equity	Globalization
Growth	Model	Poverty	Power
Resources	Scarcity	Sustainability	Trade
Geography			
Causality (cause and consequence)	Culture	Disparity and equity	Diversity
Globalization	Management and intervention	Networks	Patterns and trends
Power	Processes	Scale	Sustainability

History			
Causality (cause and consequence)	Civilization	Conflict	Cooperation
Culture	Governance	Identity	Ideology
Innovation and revolution	Interdependence	Perspective	Significance
Integrated humanities (drawn from economics, geography and history)			
Causality (cause and consequence)	Choice	Culture	Equity
Globalization	Identity	Innovation and revolution	Perspective
Power	Processes	Resources	Sustainability
The MYP <i>Individuals and societies</i> guide contains suggested related concepts for business management, philosophy, psychology, sociology/anthropology, political science/civics/government and world religions.			
Sciences			
Biology			
Balance	Consequences	Energy	Environment
Evidence	Form	Function	Interaction
Models	Movement	Patterns	Transformation
Chemistry			
Balance	Conditions	Consequences	Energy
Evidence	Form	Function	Interaction
Models	Movement	Patterns	Transfer
Physics			
Consequences	Development	Energy	Environment
Evidence	Form	Function	Interaction
Models	Movement	Patterns	Transformation
Integrated sciences (drawn from biology, chemistry and physics)			
Balance	Consequences	Energy	Environment
Evidence	Form	Function	Interaction
Models	Movement	Patterns	Transformation

Mathematics			
Change	Equivalence	Generalization	Justification
Measurement	Model	Pattern	Quantity
Representation	Simplification	Space	System
Arts			
Visual arts			
Audience	Boundaries	Composition	Expression
Genre	Innovation	Interpretation	Narrative
Presentation	Representation	Style	Visual culture
Performing arts			
Audience	Boundaries	Composition	Expression
Genre	Innovation	Interpretation	Narrative
Play	Presentation	Role	Structure
Physical and health education			
Adaptation	Balance	Choice	Energy
Environment	Function	Interaction	Movement
Perspectives	Refinement	Space	Systems
Design			
Adaptation	Collaboration	Ergonomics	Evaluation
Form	Function	Innovation	Invention
Markets and trends	Perspective	Resources	Sustainability

Appendix 3: MYP command terms

MYP command terms define a range of learning objectives and assessment criteria in MYP subject groups. These instructional verbs indicate the level of thinking and type of performance (or behaviour) that is required of students. They are closely related to general and subject-specific ATL skills, and they make explicit a shared academic vocabulary that informs teaching and learning in the MYP.

The MYP incorporates the command terms used to establish learning outcomes and assessment objectives in the DP. Terms specific to the MYP are identified with an asterisk.

Command term	Definition
Analyse	Break down in order to bring out the essential elements or structure. To identify parts and relationships, and to interpret information to reach conclusions.
Annotate	Add brief notes to a diagram or graph.
Apply	Use knowledge and understanding in response to a given situation or real circumstances. Use an idea, equation, principle, theory or law in relation to a given problem or issue. (See also "Use".)
Calculate	Obtain a numerical answer showing the relevant stages in the working.
Classify	Arrange or order by class or category.
Comment	Give a judgment based on a given statement or result of a calculation.
Compare	Give an account of the similarities between two (or more) items or situations, referring to both (all) of them throughout.
Compare and contrast	Give an account of the similarities and differences between two (or more) items or situations, referring to both (all) of them throughout.
Construct	Display information in a diagrammatic or logical form.
Contrast	Give an account of the differences between two (or more) items or situations, referring to both (all) of them throughout.
Create*	To evolve from one's own thought or imagination, as a work or an invention.
Critique*	Provide a critical review or commentary, especially when dealing with works of art or literature. (See also "Evaluate".)
Deduce	Reach a conclusion from the information given.
Define	Give the precise meaning of a word, phrase, concept or physical quantity.
Demonstrate	Make clear by reasoning or evidence, illustrating with examples or practical application.
Derive	Manipulate a mathematical relationship to give a new equation or relationship.

Command term	Definition
Describe	Give a detailed account or picture of a situation, event, pattern or process.
Design	Produce a plan, simulation or model.
Determine	Obtain the only possible answer.
Develop*	To improve incrementally, elaborate or expand in detail. Evolve to a more advanced or effective state.
Differentiate	Obtain the derivative of a function.
Discuss	Offer a considered and balanced review that includes a range of arguments, factors or hypotheses. Opinions or conclusions should be presented clearly and supported by appropriate evidence.
Distinguish	Make clear the differences between two or more concepts or items.
Document*	Credit sources of information used by referencing (or citing) following a recognized referencing system. References should be included in the text and also at the end of the piece of work in a reference list or bibliography.
Draw	Represent by means of a labelled, accurate diagram or graph, using a pencil. A ruler (straight edge) should be used for straight lines. Diagrams should be drawn to scale. Graphs should have points correctly plotted (if appropriate) and joined in a straight line or smooth curve.
Estimate	Obtain an approximate value for an unknown quantity.
Evaluate	Make an appraisal by weighing up the strengths and limitations. (See also "Critique".)
Examine	Consider an argument or concept in a way that uncovers the assumptions and interrelationships of the issue.
Explain	Give a detailed account including reasons or causes. (See also "Justify".)
Explore	Undertake a systematic process of discovery.
Find	Obtain an answer showing relevant stages in the working.
Formulate	Express precisely and systematically the relevant concept(s) or argument(s).
Hence	Use the preceding work to obtain the required result.
Otherwise	It is suggested that the preceding work is used, but other methods could also receive credit.
Identify	Provide an answer from a number of possibilities. Recognize and state briefly a distinguishing fact or feature.
Integrate	Obtain the integral of a function.
Interpret	Use knowledge and understanding to recognize trends and draw conclusions from given information.
Investigate	Observe, study, or make a detailed and systematic examination, in order to establish facts and reach new conclusions.

Command term	Definition
Justify	Give valid reasons or evidence to support an answer or conclusion. (See also “Explain”.)
Label	Add a title, labels or brief explanation(s) to a diagram or graph.
List	Give a sequence of brief answers with no explanation.
Measure	Obtain a value for a quantity.
Organize*	Put ideas and information into a proper or systematic order.
Outline	Give a brief account or summary.
Plot	Mark the position of points on a diagram.
Predict	Give an expected result of an upcoming action or event.
Present	Offer for display, observation, examination or consideration.
Prioritize*	Give relative importance to, or put in an order of preference.
Prove	Use a sequence of logical steps to obtain the required result in a formal way.
Select*	Choose from a list or group.
Show	Give the steps in a calculation or derivation.
Show that	Obtain the required result (possibly using information given) without the formality of proof. “Show that” questions do not generally require the use of a calculator.
Sketch	Represent by means of a diagram or graph (labelled as appropriate). The sketch should give a general idea of the required shape or relationship, and should include relevant features.
Solve	Obtain the answer(s) using algebraic and/or numerical and/or graphical methods.
State	Give a specific name, value or other brief answer without explanation or calculation.
Suggest	Propose a solution, hypothesis or other possible answer.
Summarize*	Abstract a general theme or major point(s).
Synthesize*	Combine different ideas in order to create new understanding.
To what extent	Consider the merits or otherwise of an argument or concept. Opinions and conclusions should be presented clearly and supported with appropriate evidence and sound argument.
Trace	Follow and record the action of an algorithm.
Use	Apply knowledge or rules to put theory into practice. (See also “Apply”.)
Verify	Provide evidence that validates the result.
Write down	Obtain the answer(s), usually by extracting information. Little or no calculation is required. Working does not need to be shown.

Appendix 4: Glossary of MYP terms

Achievement level	The level given when the student work reflects the corresponding descriptor. Achievement levels are shown in the left-hand column of the assessment criteria.
Aim	An aim states, in a general way, what the teacher may expect to teach or do, what the student may expect to experience or learn and how the student may be changed by the learning experience.
Alignment	Agreement in principle and practice between shared values and aspirations for learning (written curriculum), how teachers actually work (taught curriculum) and what students actually learn (assessed curriculum).
Approaches to learning (ATL)	Concerned with the development of thinking skills, strategies and attitudes and the ability to reflect on one's own learning.
Articulation	Correlation and logical progression of learning objectives from year to year (vertical) and from course to course (horizontal), including transitions between institutions and courses of study/ formal curriculum boundaries.
ATL leader	Schools may designate leaders for ATL; they are entrusted with liaison between the teachers involved, parents, students and, if necessary, the community.
Assessment criteria	Criteria against which a student's performance is measured as evidenced by work produced. Subject-group guides provide assessment criteria to be used for final assessment for each subject group and for the personal project.
Assessment rubric	A grid that contains levels and descriptors.
Assessment strategy	The method or approach that teachers use when gathering information about student learning, for example, observation, open-ended tasks, selected responses.
Assessment task	The activity or series of activities with which students engage in order for assessment to take place.
Assessment tool	The device teachers use to measure and record assessment information and data collected, for example, anecdotal records.
Community service	Students serve the community by understanding and acting with mutual responsibility to meet their own needs and the needs of others.
Criterion levels total	The sum of the final levels awarded for each individual criterion in any given subject.
Combined subject groups	A scheduling option in MYP years 1–3 in which schools, where required by local circumstances, embed the required teaching hours of one subject within one or more scheduled/timetabled courses from (an)other subject group(s).
Concurrency of learning	The simultaneous study of required subjects in the MYP and DP.

Criterion-related assessment	An assessment process based on determining levels of achievement against previously agreed criteria. MYP assessment is criterion-related.
Curriculum framework	An organized plan for teaching and learning. The MYP curriculum framework establishes structures and pedagogical approaches that identify and rigorously assess the level to which students achieve aims and objectives. In the MYP, essential aspects of the curriculum framework include conceptual understanding, global contexts, approaches to teaching and approaches to learning, and significant content across a broad and balanced range of disciplines.
Descriptors	Achievement level descriptors describe the differences in student accomplishment for each assessment criterion and correspond to the achievement level that should be awarded.
Differentiation	Planning for different levels of ability.
Discipline	A branch of learning or field of academic study; a way of ordering knowledge for the purpose of instruction (known generally for practical purposes of assessment in the MYP and DP as subjects). Some MYP subject groups and subjects can comprise multiple disciplines. For example, the MYP subject group arts includes disciplines like visual arts, drama, music, media and dance. The subject integrated sciences includes three disciplines: biology, chemistry and physics.
External moderation	See moderation .
External assessment	Assessment that is set and marked by the IB and not by a student's teacher.
Final assessment	The summative assessment of student work at the end of the fifth year of the MYP.
Formative assessment	Ongoing assessment aimed at providing information to guide teaching and improve student performance.
Global engagement	Inquiring, acting and reflecting on global challenges in local, national and international dimensions.
Grade boundary	The lowest and highest criterion levels totals corresponding to a particular grade. Suggested boundaries for internal assessment are provided in <i>MYP: From principles into practice</i> . Grade boundaries for (optional) external MYP eAssessments are determined annually.
Grade	The number assigned to standards of student achievement. A grade is reached by applying the grade boundaries table to the student's criterion levels total. A grade can only be arrived at when all subject-specific criteria have been used for assessment. Final grades for student work in the MYP range from 1 (lowest) to 7 (highest). Schools may also use this scale for assessment other than final assessment, but it is not appropriate for individual pieces of work.
Horizontal planning/ horizontal articulation	Planning horizontally involves a team of teachers of the same grade level working together to plan for learning.
IB MYP Certificate	IB-issued certificate that signifies the successful completion of requirements for the programme; accompanied by MYP results.

IB MYP course results	Official IB document that provides a record of successful examination and/or ePortfolio grades for MYP eAssessment candidates who do not attain the IB MYP Certificate.
IB MYP results	Official IB document that accompanies the IB MYP Certificate, providing a record of all the candidate's successful examination and ePortfolio grades for MYP eAssessment
IBIS	A system that allows MYP coordinators to complete administrative procedures and obtain news and information from the IB via a password-protected web server.
Internal assessment	The assessment of a student's work that is carried out by a student's teacher(s).
Internal standardization	The process by which all teachers of one subject group in a school ensure a common understanding and application of criteria and descriptors.
Integrated learning	An interdisciplinary approach to curriculum planning in which two or more disciplines within an MYP subject group are integrated into a single course. The IB provides external assessment services for MYP courses in integrated humanities and integrated sciences. Schools can also organize integrated approaches to teaching and learning in design and arts that can be externally moderated by the IB.
Interdisciplinary	Combining or involving two or more branches of learning or fields of academic study. In the MYP, interdisciplinary study can be developed both within and between/among subject groups.
Issue of results	The process of students receiving external assessment grades.
Judgment	The consideration of a student's work against an individual assessment criterion.
Markscheme	This is an indication of how a teacher has assigned levels to a particular task. In some cases, the markscheme may be the MYP criteria as published. In other cases, the teacher may need to provide an answer key, indicate question levels on a reading comprehension, or provide criteria that have been clarified to be task-specific, depending on the task and the purpose.
Middle Years Programme (MYP)	The IB's programme designed for students between the ages of 11 and 16 years.
Moderation	The procedure by which sample assessed personal projects from teachers is reviewed and adjusted externally to ensure assessment has been carried out according to MYP criteria and standards.
Moderation factor	A mathematical adjustment applied to a criterion levels total to ensure a common assessment standard.
Mother tongue	The language(s) learned first; the language(s) identified with as a "native" speaker; the language known best; the language used most.
MYP coordinator	The pedagogical leader of the MYP in the school who oversees the effective development of the programme. The MYP coordinator ensures effective communication about the programme within the school, and between the school and the IB.

Objective	One of a set of statements for a subject or the personal project, describing the skills, knowledge and understanding that will be assessed in the course/project. The assessment criteria correspond to the objectives. Student achievement of the objectives is evaluated using the assessment criteria.
Online curriculum centre (OCC)	A web-based service to schools at http://occ.ibo.org that aims to support the Primary Years Programme, Middle Years Programme, Diploma Programme and IB Career-related Certificate. Teachers can take part in online discussions, access selected IB publications, exchange ideas and resources, read news and information from the IB, and participate in special events.
Peer conferencing	Student discussions with fellow students to gain insight into the task, topic, concepts and skills at hand, and to provide feedback and suggestions on draft work.
Performances of understanding	A particular kind of learning experience—one that encourages flexible thinking with knowledge in novel situations. They become “understanding performances” when students are asked to use information deliberately to advance a new understanding. Performances of understanding allow students both to build and demonstrate their understanding in and across subjects. They are based on the theory that understanding is not something we have—like a set of facts we possess—but rather is something we can do.
Personal project	A project that is the culmination of the students’ experience in the MYP and shows their experience of ATL and global contexts. It is completed in the final year of the programme.
Personal project supervisor	The member of staff within a school who is responsible for working directly with the student on the completion of the personal project.
Policy	Documentation, written collectively, that articulates how implementation and development of the MYP can be supported and put into practice in everyday school life.
Programme evaluation	A mandatory process for all IB World Schools offering the MYP, whereby the IB assists schools in their own self-evaluation procedures as well as ensuring the quality of programmes.
Scaffold(ing)	A strategy in which teachers develop and employ a sequence of steps or stages marked by a gradual decrease of support and a corresponding increase in students’ responsibility for their own learning.
Special educational needs (SEN)	Special educational needs students, as defined by the IB, may: - display difficulties or live with conditions that are a barrier to learning and therefore need particular teaching strategies for classroom management and effective education - display a higher than average aptitude in one or more subjects that requires adaptation of the curriculum to cater for their accelerated learning needs.
Student registration	Process undertaken by the MYP coordinator to register students for external assessment.
Subject	The practical division of single or integrated academic disciplines (and formally constituted interdisciplinary studies). In the MYP and DP, subjects are identified as assessable courses.

Subject group	A collection of related courses grouped into a common category, which together represent a broad and balanced curriculum. The MYP is organized into eight subject groups: arts, design, individuals and societies, language acquisition, language and literature, mathematics, physical and health education, and sciences
Subject-group flexibility	Curriculum option in MYP years 4 and 5 that allows students, if their needs or the needs of the school are better served, to study only six MYP subjects, with certain important conditions.
Subject-group guide	A guide, published by the IB for each MYP subject group, that includes curriculum requirements, prescribed objectives and assessment criteria.
Summative assessment	The culminating assessment for a unit, term or course of study, designed to provide information on the student's achievement level against specific objectives.
Synergistic thinking	The interplay between factual and conceptual thinking.
Task-specific rubric	An example of one type of task-specific clarification. An assessment grid adapted by the teacher, that better identifies how the general achievement level descriptors can be addressed by the students for a given task. Task-specific rubrics are useful in every year of the MYP. Task-specific rubrics are not meant to replace the subject-specific criteria so students should also have access to the originals. The task-specific rubric will help the students to gain further understanding of the generic descriptors.
Teacher-conferencing	Student discussions with the teacher to gain insight into the task, topic, concepts and skills at hand, and to provide feedback and suggestions on draft work.
Teacher support material	Teacher support material published by the IB includes examples of assessed student work for the subject groups and the personal project. This material may be published on a CD-ROM or online. It is intended to give practical help to aid understanding and implementation of the theory in the subject guides.
Teaching hour	The number of clock hours (60-minute intervals) of contact time with students.
Unit	A series of lessons, focused through a statement of inquiry and inquiry questions, designed to enable students to achieve some of the objectives of an MYP subject group.
Vertical planning/ vertical articulation	The goal of vertical planning is to sequence learning (in terms of subject objectives and ATL) to ensure continuity and progression from year 1 to year 5.
Weighting	A measure of the relative emphasis of each assessment criterion (and therefore the emphasis of each objective). MYP assessment criteria are equally weighted.

Curriculum research in the MYP

Curriculum review in the MYP is informed by a global community of educators who represent a wide range of educational perspectives and expertise. IB curriculum research involves “interpretations in action” in which participant-observers conduct systematic investigations designed to yield dependable evidence (Spradley 1980; Atkinson and Hammersley 1994; Adler and Adler 1994). This process is heuristic, iterative and highly collaborative.

In addition to methodological support for reviews of academic and practice-oriented resources, the IB Global Research Department facilitates position papers, formal literature reviews and discussion documents that contribute to the development of the programme. Written by experts in the field, these studies encourage critical reflection on MYP principles and practices. Programme development research connects expert knowledge with insight from practitioners, exploring theoretical and pedagogical issues that are central to IB educational philosophy.

Some of the research perspectives that inform *MYP: From principles into practice* (2014) include the following.

Allen, M. 2011. *Thought, word and deed: The roles of cognition, language and culture in teaching and learning in IB World Schools*. International Baccalaureate Organization.

Carroll, J. 2012. *Academic honesty in the IB*. International Baccalaureate Organization.

Daly, K, Brown, G and McGowan, C. 2012. *Curriculum integration in the International Baccalaureate Middle Years Programme: A literature review*. International Baccalaureate Organization.

Davy, I. 2011. *Learners without borders: A curriculum for global citizenship*. International Baccalaureate Organization.

Elliott, C, Keegan, C and Berger Kaye, C. 2011. *Discussion document for the curriculum review of creativity, action, service*. International Baccalaureate Organization.

Erickson, HL. 2012. *Concept-based teaching and learning*. International Baccalaureate Organization.

Hare, J. 2010. *Holistic education: An interpretation for teachers in the IB programmes*. International Baccalaureate Organization.

Li, N. 2012. *Approaches to learning: A literature review*. International Baccalaureate Organization.

Marshman, R. 2010. *Concurrency of learning in the IB Diploma Programme and Middle Years Programme*. International Baccalaureate Organization.

Singh, M, Bingyi, L, Jing, Q, Castro, P, Lundgren, U and Woodin, J. 2013. *Conceptualizing and assessing international mindedness: An exploratory study*. International Baccalaureate Organization.

Watermeyer, R. 2011. *Curriculum alignment, articulation and the formative development of the learner*. International Baccalaureate Organization.

The IB Global Research Department also manages the ongoing investigation of the impact and outcomes of the MYP, including the preparation it provides for the Diploma Programme. For information, visit <http://www.ibo.org/research>.

International curriculum benchmarks

Throughout the curriculum development process, IB staff and educators refer to, and are informed by, many national and local curriculum processes and documents. The IB maintains an independent stance in its curriculum development but benchmarks programmes against a wide variety of educational systems and approaches. Key resources consulted in the development of *MYP: From principles into practice* and subject-group guides include the following.

Association for Experiential Education (AEE). <http://www.aee.org>.

Association for Middle Level Education (AMLE), USA. <http://amle.org>.

Australian Curriculum, Assessment and Reporting Authority (ACARA), Australia. <http://www.acara.edu.au>.

Center for Educator Development in Fine Arts (CEDFA), USA. <http://www.cedfa.org/teach-fine-arts/curriculum/curriculum-frameworks/>.

Collaborative for Academic, Social, and Emotional Learning (CASEL), USA. <http://casel.org>.

Common Core State Standards Initiative, USA. <http://www.corestandards.org>.

Council for the Curriculum Examinations and Assessment, Northern Ireland (UK). <http://www.rewardinglearning.org.uk>.

Council for the Indian School Certificate Examinations, India. <http://www.cisce.org>.

Curriculum for Excellence, Scotland (UK). <http://www.curriculumforexcellencescotland.gov.uk>.

Department for Education, UK. <http://www.education.gov.uk/schools/teachingandlearning/curriculum>.

Estyn. 2002. *Standards and quality in personal and social education in primary and secondary schools in Wales*. UK.

Education Scotland, Scotland (UK). <http://www.educationscotland.gov.uk/thecurriculum/>.

Hong Kong Examinations and Assessment Authority, Hong Kong (China). <http://www.hkeaa.edu.hk/en/hkdse/>.

Indiana Department of Education, Indiana (USA). <http://www.in.gov/education.htm>.

International Bureau of Education (IBE), UNESCO. Educational Practices Series. <http://www.ibe.unesco.org>.

International Society for Technology in Education (ISTE). <http://www.iste.org/standards>.

Massachusetts Department of Elementary and Secondary Education, Massachusetts (USA). <http://www.doe.mass.edu/frameworks/current.html>.

Ministerio de Educación, Cultura y Deporte Spain. <http://www.educacion.gob.es/portada.html>.

Ministry of Education, British Columbia (Canada). <http://www.gov.bc.ca/bced/>.

Ministry of Education and Culture, Finland. <http://www.minedu.fi/OPM/?lang=en>.

Ministry of Education and Research, Sweden. <http://www.sweden.gov.se/sb/d/2098>.

National Association of School Psychologists (NASP), USA. <http://www.nasponline.org>.

National Center on Universal Design for Learning (UDL). USA. <http://www.udlcenter.org>.

National Science Teachers Association (NSTA). Next Generation Science Standards. USA. <http://nsta.org>.

Oxford Cambridge and RSA Examinations (OCR), UK. <http://www.ocr.org.uk>.

Partnership for 21st Century Skills, USA. <http://www.p21.org>.

South Australian Certificate of Education, South Australia (Australia). <http://www.sace.sa.edu.au>.

Texas Education Agency, Texas (USA). <http://www.tea.state.tx.us>.

The Australian Curriculum, Australia. <http://www.australiancurriculum.edu.au>.

The Organisation for Economic Co-operation and Development (OECD). DeSeCo (Definition and Selection of Competencies). <http://www.oecd.org/edu/skills-beyond-school/>.

Transforming Assessment, Australia. <http://www.transformingassessment.com>.

Welsh Joint Education Committee (WJEC), Wales (UK). <http://www.wjec.co.uk>.

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