



# IB MIDDLE YEARS PROGRAMME

INFORMATION BOOKLET 2020



WOODLEIGHschool

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WOODLEIGH SCHOOL INTRODUCED THE INTERNATIONAL BACCALAUREATE MIDDLE YEARS PROGRAMME (MYP) TO YEAR 7 STUDENTS AS PART OF THEIR FINAL UNIT OF STUDY IN 2018. IN 2020, WE WILL BUILD FROM THIS SOFT LAUNCH TO IMPLEMENT THE PROGRAMME AT THE SCHOOL.

This process is a multi-year endeavour that will see teachers and school leaders gradually adopting the MYP to guide planning, teaching, learning, assessment and reporting across Years 7-9. The MYP is a natural fit for the Woodleigh School Personalised Learning Model which aims to develop independent, resilient, creative and compassionate individuals who can find personal success in life, while making a positive contribution to the communities in which they live.

## THE WOODLEIGH SCHOOL PERSONALISED LEARNING MODEL

The learning model in use from ECC to Year 12 at Woodleigh School is based on the belief that all students can learn, but will do so at their own pace and in their own way. The school is committed to supporting all students to find success in their learning through a personalised approach that places an emphasis on the following five elements:

### 1. REAL-WORLD LEARNING:

The active involvement of students in authentic learning experiences that build deep understanding through the process of investigation and inquiry.

### 2. FORMATIVE FEEDBACK AND REFLECTION:

The continuous use of assessment to monitor and inform what each student knows, feels, understands and can do at different stages of their learning.

### 3. CAPABILITIES FOR LIVING AND LEARNING:

The development of values, skills and dispositions needed to thrive at and beyond school.

### 4. STUDENT AGENCY, COACHING AND MENTORING:

The development of a capacity to independently take initiative and self-regulate behaviour for academic learning, personal growth and social development.

### 5. WELLBEING AND ENGAGEMENT:

The nurturing of wellbeing by building resilience, self-efficacy and the personal capacity to engage with the real world and its challenges with confidence.

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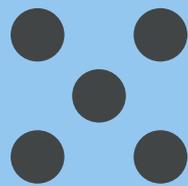
THE FIVE ELEMENTS MODEL EVOLVED FROM A 12 MONTH, CROSS-CAMPUS APPRECIATIVE INQUIRY INTO TEACHING AND LEARNING AT WOODLEIGH SCHOOL IN 2017 THAT INVOLVED STUDENTS, TEACHERS, SCHOOL LEADERS AND PARENTS.



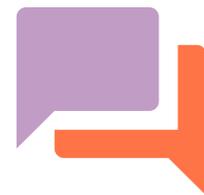
OUR PERSONALISED  
APPROACH TO LEARNING  
AT WOODLEIGH SCHOOL  
PLACES AN EMPHASIS ON



REAL-WORLD  
LEARNING



FIVE  
ELEMENTS



FORMATIVE  
FEEDBACK  
& REFLECTION



CAPABILITIES  
FOR LIVING  
& LEARNING



AGENCY,  
COACHING &  
MENTORING



WELLBEING &  
ENGAGEMENT



## OUR PERSONALISED APPROACH TO LEARNING AT WOODLEIGH SCHOOL PLACES AN EMPHASIS ON

### REAL-WORLD LEARNING

The active involvement of students in authentic learning experiences that build deep understanding through investigation and inquiry.

#### TRANSFER

Applying skills to real-world contexts

#### IMMERSION

Learning by reflection on rich experiences

#### AUTHENTIC

Relevant, meaningful, complex



### CAPABILITIES FOR LIVING & LEARNING

The development of values, skills and dispositions needed to thrive at and beyond school.

#### THINKING

Critical, creative, transfer

#### COMMUNICATION

Listening, speaking, viewing, presenting, writing

#### SOCIAL

Collaboration, responsibility, values and ethics

#### SELF-MANAGEMENT

Organisation, reflection, affective

#### RESEARCH

Information, media



### AGENCY, COACHING & MENTORING

The development of a capacity to independently take initiative and self-regulate behaviour for academic learning, personal growth and social development.

#### VOICE

Expressing views, concerns and ideas to actively shape their own education

#### CHOICE

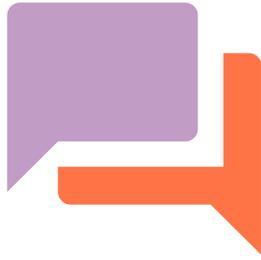
Involvement in decision making about what, why and how they learn

#### OWNERSHIP

Responsibility, accountability, investment

#### GUIDANCE

Proximal development, appropriate level of challenge



## FORMATIVE FEEDBACK & REFLECTION

The continuous use of assessment to monitor and inform what each student knows, feels, understands and can do at different stages of their learning.

### **HOLISTIC**

What the student knows, feels, can do and understands

### **SELF-DIRECTION**

Developing independent learners

### **GROWTH**

Identifying next steps from individual starting points



## WELLBEING & ENGAGEMENT

The nurturing of wellbeing by building resilience and the personal capacity to engage with challenges confidently.

### **FLOURISHING**

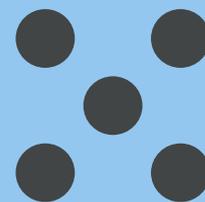
Positive mental and physical health

### **ENGAGEMENT**

Commitment, perseverance, resilience, flow

### **OPTIMAL LEARNING**

Interdependence of wellbeing, engagement and academic achievement



## FIVE ELEMENTS

## WHAT IS THE MYP?

THE IB MYP IS AN INTERNATIONALLY ACCREDITED FRAMEWORK FOR LEARNING WHICH IS SPECIFICALLY DESIGNED FOR STUDENTS AGED 11 TO 16 AND CATERES FOR THEIR PARTICULAR LEARNING NEEDS DURING THIS STAGE OF LIFE.

It provides a design structure through which the content areas of the Victorian Curriculum are taught, while enriching the learning and empowering students. The MYP is inclusive in nature, providing opportunities for all students, including gifted and talented and those needing support. At Woodleigh School, the MYP will be undertaken by all students in Years 7 to 9, and will lead into the pathways offered in our senior secondary programs.

## THE IB MYP FRAMEWORK

THE MYP IS A STUDENT-CENTRED FRAMEWORK, WITH A DELIBERATE EMPHASIS ON THE DEVELOPMENT OF INDEPENDENT LEARNERS.

The framework builds from a central focus upon the student to include research-based approaches to teaching and learning, the integration of real-world contexts for learning and the development of deep conceptual understandings for students. The MYP curriculum structure replicates the key learning areas set out in the Victorian Curriculum, with the traditional discipline areas of English, Languages, Mathematics, Arts, Design, Humanities and Sciences remaining critically important to teaching and learning.

Significantly, the MYP also offers opportunities for students to understand bodies of knowledge from two or more subject areas, in order to integrate them and create new understandings. There is a long tradition of this type of interdisciplinary learning at Woodleigh School, as evidenced through flagship experiences such as City Bound and Hattah, with the MYP providing a research-based structure to enhance and expand upon these peak student experiences.

## ALIGNMENT

THE MIDDLE YEARS PROGRAMME (MYP) IS A NATURAL FIT FOR TEACHING AND LEARNING AT WOODLEIGH SCHOOL. IT HELPS STUDENTS DEVELOP BOTH SUBJECT-SPECIFIC AND INTERDISCIPLINARY UNDERSTANDING AND INCLUDES ELEMENTS THAT WILL ENHANCE THE KEY FEATURES OF A WOODLEIGH EDUCATION. THE KEY ASPECTS OF THE MYP INCLUDE:

- **Approaches to learning**, helping students learn how to learn by developing skills for research, critical and creative thinking, communication, collaboration, and self-management.
- **Key and related concepts**, helping students explore big ideas that matter.
- **Global contexts**, helping students understand the relevance and importance of their study for understanding their common humanity and shared guardianship of the planet.
- **Independent learning projects**, that will see students complete significant, personalised pieces of work over an extended period of time, encouraging them to follow their interests and become independent in their learning.

Importantly, there is a strong alignment between the frameworks, structures and language used in the IB Primary Years Programme (PYP) and Middle Years Programme. With Woodleigh also introducing the PYP in 2020, the school now has a common curriculum framework to better support students through their learning journey.

## IS THE MYP NEW OR EXPERIMENTAL?

THE MIDDLE YEARS PROGRAMME WAS INTRODUCED BY THE INTERNATIONAL BACCALAUREATE (IB) IN 1994.

It is now used by 1266 schools in 108 countries around the world. Through a close collaboration between schools, universities, administrators, teachers and students, the MYP is regularly revised as part of an established review cycle, with the current version of the programme introduced by the IB in 2014.

The MYP provides an internationally accredited framework for the design of curriculum, assessment and reporting in schools around the world. The IB sets clear benchmarks, expectations and standards for schools using the MYP, ensuring consistency and quality in its implementation; however, a real strength of the programme is its ability to be adapted to suit the unique context and needs of each school.

Woodleigh School is a candidate school for the International Baccalaureate Primary Years and Middle Years Programmes. The school is pursuing authorisation as an IB World School. Only schools authorized by the IB Organization can offer any of its academic programmes.

*Candidate status gives no guarantee that authorization will be granted.*



