

INTERNATIONAL BACCALAUREATE ORGANISATION

MIDDLE YEARS PROGRAM

PARENT INFORMATION

NIGHT

Questions to be addressed this evening

- What is the IBMYP?
- What is inquiry based learning?
- What is learning support?
- How is my child assessed?
- What will the report card look like?



What is the IB Middle Years Programme?

- A 5-year program
- A **balanced** & rigorous curriculum
- **Interdisciplinary** learning
- Balancing academics with **responsible citizenship**
- Culminates in the Personal Project

MYP Prepares students to

- Access and critically evaluate information
- Collaborate with a variety of people
- Communicate their understanding
- Learn *how to learn*

Inquiry Based Learning

- * Inquiry Based Learning is a student centred approach to curriculum design and delivery.
- * It promotes student involvement and motivation for learning and allows for multiple entry points to allow for student interest, understanding and ability.

Asking questions is at the heart of inquiry learning.

- * Teachers and students pose questions.
- * A unit of work is developed around questions that are:
 - * Factual
 - * Conceptual
 - * Debatable
- * Students are encouraged to investigate and problem solve, with support from their teachers.

Creative stories transport audiences to improve well-being.

Some units may lead to service opportunities.

Inquiry: Est

Key conce
Creativity

ed concept(s)
ence imperatives

Global context

Identities and relationships: Students will explore how stories can help improve the mental, social and spiritual well-being of hospitalised children.

Statement of Inquiry

Creative stories transport audiences to improve wellbeing.

Inquiry questions

Factual:
What is meant by well-being?
What impact does audience imperatives have upon creative writing?

Conceptual:
How can we create stories that may improve the wellbeing of others?

Debatable:
Can reading improve wellbeing?

Objectives

Criterion C – Producing Text
Produce texts that ... thought,

Summative assessment

Outline of summative assessment task(s) including assessment criteria:

Relationship between summative assessment task(s) and statement of inquiry:

Task – In 2 Parts

Part A – Write a creative story (approx. 500 words)
Part B – Writer’s Statement/Reflection (approx. 300)

Students should be able to apply their learnings of what constitutes effective creative writing to their own work.
The success of their writing should also be based on whether they have understood the needs of their audience.

Where possible, curriculum links with the real world.

Assessment looks familiar, but there is an added layer to link it to the real world or to service, where possible.

Service Learning

Students are expected to participate in Service as Action.

This may be at a basic level which will see students participate and reflect on activities such as Project Compassion, Yard Duties, Gala Day and curriculum based events.

An intermediate level might see students take a more active role such as SRC, Vinnies or Social Justice.

At an advanced level students might be involved in larger initiatives such as our overseas pilgrimages or initiate their own service within and beyond the SDPC community.

Service Learning

Completion of service learning reflections focusing on 7 outcomes will be expected at each year level.

In year 10, IB Australasian Merit and Distinction certificates can only be issued to students who have completed both their Personal Project and their service reflection.

Outcome 1: Awareness of own strengths and areas for growth

Outcome 2: Skills development

Outcome 3: Planning and initiative

Outcome 4: Persevering

Outcome 5: Collaborating

Outcome 6: International-mindedness

Outcome 7: Ethics

Personal Project

- * All students in Year 10 will complete the Personal Project
- * Students are able to choose their own topic to explore.
- * They begin the Personal Project in Year 9 and a parent information evening is held.

One's student's opening lines of her project

* My motivation to design and conduct a tennis program for Reception to Year 2 (R-2) students was that I wanted to share my enjoyment of the sport and gain more interest in tennis among young children. Prior to the project I had a good amount of understanding of the game, however I had never coached before. I wanted to promote a sport which anyone can play at any age, such as tennis, which therefore would encourage more children to grow up as active adults, helping reduce inactiveness and child obesity. The reason that I chose to design and conduct a tennis clinic for R-2 students is that I really enjoy working with young children and wanted to use this opportunity to develop more interest in tennis.

What about the Australian Curriculum?

- * IB MYP is a framework for inquiry and conceptual learning
- * The Australian Curriculum provides the content

Content

Areas of the Australian curriculum to be covered in this unit:

Compare and contrast the use of cohesive devices in texts, focusing on how they serve to signpost ideas, to make connections and to build semantic associations between ideas.

Explain how authors creatively use the structures of sentences and clauses for particular effects

Learning process

Learning experiences and teaching strategies:

Week 1 – Introducing persuasion

Review what students know about persuasion. Students can complete a quiz to check their knowledge of some of the techniques.

Introduce students to [the Leitner system of spaced repetition](#) as a method for learning new material. Students can create their own set of revision cards. (Could focus on the ones they didn't get right in the quiz.)

How will my child be
assessed?

Activity

- Please draw a house on the paper provided
- You may start when you are ready.
- You will be assessed on this task.

Marking

- Exchange your drawing with a person near you.
- Give the drawing a mark out of 10.
- How did you decide the level of achievement?
- How do you know the requirements?

Criteria for assessment

Are used to provide a descriptive comment for each level of achievement. They enable teachers to provide feedback to students regarding each criterion that was assessed in a particular task.

Knowing the requirements

Technical Requirements

- * Straight lines (use a ruler if necessary)
- * Right angles where necessary
- * Create a scale
- * Equilateral triangle must feature
- * Rectangle(s) and squares must be accurately used

Product Requirements

- * 2 Storey
- * At least one door
- * At least four windows
- * 1 chimney
- * A porch

Level of Achievement	Descriptor
0	The student does not reach a standard described by any of the descriptors below.
1-2	The student: i. demonstrates minimal technical skills ii. creates the product, which is presented in an incomplete form.
3-4	The student: i. demonstrates satisfactory technical skills ii. creates the product, which is adequately presented according to the specifications
5-6	The student: i. demonstrates competent technical skills ii. creates the product, which is appropriately presented according to most of the specifications
7-8	The student: i. demonstrates excellent technical skills when making the solution ii. creates the product, which is competently presented according to all of the specifications

Learning Support

- * Subject teachers provide a **differentiated curriculum** and teaching strategies to accommodate the diverse learning styles and needs of our students.
- * Some students may also receive *in-class support, small group support, after school/lunch time tutoring, or 1:1 tutoring*, depending on their learning needs.

Learning Support

- * Support is tailored to individual students' needs and further special support and work adjustments may be identified and documented in an **Individual Education Plan** for students with diagnosed learning difficulties, disabilities or social/emotional difficulties.

Learning Support

- * Student success is monitored regularly, in conjunction with families and classroom teachers, to review the changing needs of students in order to adjust support as necessary.
- * If students have had significant adjustments made to their learning, this will be indicated on the school report.

Learning support

- * For more information regarding Learning Support please contact
Heather Day, Adaptive Education Coordinator
7-12

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- * Deb Osbourne, Inclusive Education Coordinator R-6

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IB Middle Years Program: Assessment & Reporting

- * MYP assessment does not award A to E 'grades' for subjects.
- * each subject is divided into 4 *criteria*
- * student achievement is measured against a statement that *best describes the level that the student is operating at.*

Describing what students can do, not what they can't!

Achievement level	Level descriptor
0	The student does not reach a standard described by any of the descriptors below.
Lower levels 1-2	The student generally makes appropriate deductions when solving problems in familiar contexts.
3-4	The student generally makes appropriate deductions when solving problems in familiar contexts.
5-6	The student generally makes appropriate deductions when solving problems in a variety of familiar contexts.
Higher levels 7-8	The student consistently makes appropriate deductions when solving challenging problems in a variety of contexts including unfamiliar situations .

NB: '4'
does
not
mean
50%

**What will the report
cards look like?**

REPORTS

TERM 1&3 Interim Reports

- * Will comment on a focus for improvement**
- * Indicate if curriculum has been modified**
- * Indicate if teacher interview required**
- * Note lessons missed**

NB: no grade will be given

Term 2&4 End of Semester Reports

- * List the 4 criteria and level of achievement in each (0-8)**
- * Indicate if curriculum has been modified**
- * Overall subject grade (1-7)**
- * Note lessons missed**

Descriptor

1

Produces work of very limited quality. Conveys many misunderstandings or lacks understanding of most concepts and contexts. Very rarely demonstrates critical or creative thinking. Rarely uses knowledge or skills.

These descriptors can be found in your daughter's planner on p12

2

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

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

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.

Grade	Descriptor
5	<p>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.</p>
6	<p>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.</p>
7	<p>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.</p>

Any final questions?