

# International Baccalaureate Middle Years Programme

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## International Baccalaureate (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.

## The continuum of international education

The IB offers four programmes of international education:

- the Primary Years Programme (PYP) – introduced in 1997
- the Middle Years Programme (MYP) – introduced in 1994
- the Diploma Programme (DP) – introduced in 1969
- the IB Career-related Certificate (IBCC) – introduced in 2012

The programmes have a common educational framework: a consistent philosophy about teaching and learning that focuses on the development of the whole person, and an overarching concept of how to develop international-mindedness. Each programme promotes the education of the whole person, emphasising intellectual, emotional, social and physical growth.

The IB's mission statement and the IB learner profile connect the programmes, articulating the learning outcomes for IB students of all ages.

## What is the IB Middle Years Programme?

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

The MYP is flexible enough to accommodate the demands of most national or local curriculums. It builds upon the knowledge, skills and attitudes developed in the PYP and prepares students to meet the academic challenges of the DP and IBCC.

## The IB Middle Years Programme:

- addresses holistically students' intellectual, social, emotional and physical well-being
- provides students with opportunities to develop the knowledge, attitudes and skills they need in order to manage complexity, and take responsible action for the future
- ensures breadth and depth of knowledge and understanding through the study of eight subject groups
- requires the study of at least two languages to support students in understanding their own culture and those of others
- empowers students to participate in service with the community
- helps to prepare students for further education, the workplace and a lifetime of learning.

## The curriculum

The IB Middle Years Programme consists of eight subject groups integrated through five approaches to learning and six global contexts for learning. The curriculum is inquiry based; exploring key and related concepts relevant for each subject group. Each year students participate in interdisciplinary learning opportunities to expand conceptual understandings and recognise the links between subject groups and the students' life worlds.

Students are required to study at least two languages (as part of their multilingual profile), humanities, sciences, mathematics, arts, physical education and technology. In their final year, students will also undertake an independent 'personal project' to demonstrate the development of their skills and understanding.



## Eight subject groups

### Language and Literature

Language is fundamental to learning, thinking and communicating; therefore it permeates the whole curriculum. Indeed, all teachers are language teachers, continually expanding the boundaries of what students are thinking about. Mastery of one or more languages enables each student to achieve their full linguistic potential.

Students need to develop an appreciation of the nature of language and literature, of the many influences on language and literature, and of its power and beauty. They will be encouraged to recognise that proficiency in language is a powerful tool for communication in all societies. Furthermore, language and literature incorporates creative processes and encourages the development of imagination and creativity through self-expression.

As well as being academically rigorous, MYP language and literature equips students with linguistic, analytical and communicative skills that can also be used to develop interdisciplinary understanding across all other subject groups. Students' interaction with chosen texts can generate insight into moral, social, economic, political, cultural and environmental factors and so contributes to the development of opinion-forming, decision-making and ethical-reasoning skills, and further develops attributes of an IB learner.

### Language Acquisition

The ability to communicate in a variety of modes in more than one language is essential to the concept of an international education that promotes multilingualism and intercultural understanding, both of which are central to the IB's mission.

The study of additional languages in the MYP provides students with the opportunity to develop insights into the features, processes and craft of language and the concept of culture, and to realise that there are diverse ways of living, behaving and viewing the world.

## Individuals and Societies

MYP individuals and societies encourages learners to respect and understand the world around them and equips them with the necessary skills to inquire into historical, contemporary, geographical, political, social, economic, religious, technological and cultural factors that have an impact on individuals, societies and environments. It encourages learners, both students and teachers, to consider local and global contexts.

MYP individuals and societies incorporates disciplines traditionally studied under the general term 'the humanities' (such as history and philosophy), as well as disciplines in the social sciences (such as economics, business management, geography, sociology and political science).

## Sciences

With inquiry at the core, the MYP sciences framework aims to guide students to independently and collaboratively investigate issues through research, observation and experimentation. The MYP sciences curriculum must explore the connections between science and everyday life. As they investigate real examples of science applications, students will discover the tensions and dependencies between science and morality, ethics, culture, economics, politics, and the environment.

Scientific inquiry also fosters critical and creative thinking about research and design, as well as the identification of assumptions and alternative explanations. Students should learn to appreciate and respect the ideas of others, gain good ethical-reasoning skills and further develop their sense of responsibility as members of local and global contexts.

## Mathematics

The study of mathematics is a fundamental part of a balanced education. It promotes a powerful universal language, analytical reasoning and problem-solving skills that contribute to the development of logical, abstract and critical thinking. Mathematics can help make sense of the world and allows phenomena to be described in precise terms. It also promotes careful analysis and the search for patterns and relationships, skills necessary for success both inside and outside the classroom. Mathematics, then, should be accessible to and studied by all students.

Studying mathematics, however, should be more than simply learning formulae or rules. Students should not have the impression that all of the answers to mathematics can be found in a book but, rather, that they can be active participants in the search for concepts and relationships. In that light, mathematics becomes a subject that is alive with the thrill of exploration and the rewards of discovery. At the same time, that new knowledge may then be applied to other situations, opening up even more doors for students. MYP mathematics promotes both that inquiry and application, helping students to develop problem-solving techniques that transcend the discipline and that are useful in the world outside school.

## Arts

The arts are a universal form of human expression and a unique way of knowing that engage us in effective, imaginative and productive activities. Learning through the arts helps us to explore, shape and communicate our sense of identity and individuality. A focus on the individual enhances our self-confidence, resilience and adaptability. It encourages our sense of belonging and community through the recognition of identities. During adolescence, the arts provide an opportunity for age-appropriate and holistic development of the social, emotional, intellectual and personal intelligences of the student.

In MYP arts students have opportunities to function as artists, as well as learners of the arts. Artists have to be curious. By developing curiosity about themselves, others and the world, students become effective learners,

inquirers and creative problem-solvers. Students develop through creating, performing and presenting arts in ways that engage and convey feelings, experiences and ideas.

## Physical and Health Education

MYP physical and health education aims to empower students to understand and appreciate the value of being physically active and develop the motivation for making healthy life choices. To this end, physical and health education courses foster the development of knowledge, skills and attitudes that will contribute to a student's balanced and healthy lifestyle. Through opportunities for active learning, courses in this subject group embody and promote the holistic nature of well-being. Students engaged in physical and health education will explore a variety of concepts that help foster an awareness of physical development and health perspectives, empowering them to make informed decisions and promoting positive social interaction.

Physical and health education focuses on both learning about and learning through physical activity. Both dimensions help students to develop approaches to learning skills across the curriculum. Physical and health education contributes a unique perspective to the development of the attributes of the IB learner profile, promoting the health of individuals and communities.

## Design

Design, and the resultant development of new technologies, has given rise to profound changes in society: transforming how we access and process information; how we adapt our environment; how we communicate with others; how we are able to solve problems; how we work and live.

MYP design challenges all students to apply practical and creative thinking skills to solve design problems; encourages students to explore the role of design in both historical and contemporary contexts; and raises students' awareness of their responsibilities when making design decisions and taking action.

Inquiry and problem-solving are at the heart of the subject group. MYP design requires the use of the design cycle as a tool, which provides the methodology used to structure the inquiry and analysis of problems, the development of feasible solutions, the creation of solutions, and the testing and evaluation of the solution.

## Personal project

MYP projects are student-centred and age-appropriate, and they enable students to engage in practical explorations through a cycle of inquiry, action and reflection. MYP projects help students to develop attributes of the IB learner profile; provide students with an essential opportunity to demonstrate skills developed through the MYP; and foster the development of independent, lifelong learners.

In the final year of the programme, each student completes a personal project, a significant piece of work that is the product of the student's own initiative and creativity. The personal project encourages students to practise and strengthen their approaches to learning skills, to consolidate prior and subject-specific learning, and to develop an area of personal interest. The personal project provides an excellent opportunity for students to produce a truly personal and often creative product/outcome and to demonstrate a consolidation of their learning in the MYP. The project offers many opportunities for differentiation of learning and expression according to the students' individual needs. The personal nature of the project is important; the project should revolve around a challenge that motivates and interests the individual student. Each student develops a personal project independently.

## Assessment

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

Teachers organise continuous assessment over the course of the programme according to specified assessment criteria that correspond to the objectives of each subject group. Teachers are responsible for structuring varied and valid assessment tasks (including tests and examinations) that will allow students to demonstrate achievement according to the objectives for each subject group. These include:

- open-ended problem-solving activities
- investigations
- organised debates
- hands on experimentation
- analysis and reflection.

In keeping with the ethos of approaches to learning, schools also make use of quantitative and qualitative assessment strategies and tools that provide opportunities for peer and self-assessment.

The recording and reporting of individual levels of achievement are organised in ways that provide students with detailed feedback on their progress as it relates to the assessment criteria for each subject group.

## **Quality assurance and professional development**

All IB World Schools are required to participate in an ongoing process of review and development, using the same programme standards and practices.

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

For further details regarding the International Baccalaureate Organisation (IBO) and the continuum of learning, please visit: [www.ibo.org](http://www.ibo.org)



# 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.

