

## Frequently Asked Questions about the MYP

### **Q: What is the IB Middle Years Programme (MYP)?**

A: The MYP is an educational framework that requires students to study in eight subject groups—language A (the student's best language, first language or mother-tongue), language B (an additional language), humanities, sciences, mathematics, arts, physical education, and technology—in each of the five years the programme lasts. The MYP can be offered in any language and can be combined with a national curriculum.

The MYP programme model embodies three fundamental concepts: communication (valuing language acquisition in at least two languages), holistic learning (finding the connections across and within the subjects and grade levels), and intercultural awareness (a growing understanding of a student's own culture coupled with an understanding and appreciation of other cultures). At the core of the MYP are five Areas of Interaction which are the framework for the inquiry done in the eight MYP subject.

### **Q: How many schools follow the MYP?**

A: There are more than 900 authorized MYP schools in the world. For more detailed statistical information about the MYP in these schools please go to the IB's website and download the most recent version of the *MYP Statistical Bulletin* at: <http://ibo.org/facts/statbulletin/>

### **Q: Which grades/year groups does the MYP encompass?**

A: In most schools, the MYP is a five-year programme for students aged 11–16. Different lengths of the programme and age levels for the MYP are possible dependent upon local educational structures. However, where schools offer education to students in the 11–16 years age range, they must offer the full length of the programme.

### **Q: What are the MYP Areas of Interaction (AOIs)?**

A: There are five AOIs: approaches to learning; community and service; environments; health and social education; human ingenuity. These AOIs are the core of the MYP, and they create contexts for learning that bring together the varied subject content that an MYP student encounters. The AOIs:

- give meaning to what is learned through the exploration of real-world issues
- provide the contexts for the MYP fundamental concepts and the IB Learner Profile, which underpin the philosophy of the MYP
- encourage higher-order thinking skills to deepen understanding
- provide a framework for student inquiry
- can help students to develop positive attitudes and a sense of personal and social responsibility
- engage students in reflection to better understand themselves as learners
- can lead students from academic knowledge to thoughtful action
- contribute to an interdisciplinary approach to learning
- provide a common language for constructing and organizing the curriculum

**Q: How do students get grades in the MYP?**

A: MYP assessment is criterion-related. The IB publishes a set of objectives for each of the eight MYP subjects. These objectives directly correlate to the assessment criteria the IB generates for each of the eight MYP subjects. Student achievement against the assessment criteria is measured using descriptors. At the end of a course, student achievement against the assessment criteria is then converted into a final grade of 1-7 based on boundaries set by the IB.

**Q: Will the MYP ever be administered like the Diploma Programme, with a written curriculum and external assessment?**

A: The MYP is different from the Diploma Programme in a number of ways: it caters to an age group where curriculum is controlled in varying degrees by national systems; it is offered to a great variety of schools as a framework within which schools can adapt their curriculum; and it is taught in many languages. However, and very importantly, the MYP curriculum framework requires teachers to revisit their own curriculum and practices, and to work as teams of educators to develop their own progression of learning, enriched with the fundamental principles of the programme. Therefore, the MYP has a written curriculum, but one that must be written by the teachers themselves in accordance with the basic principles of the programme.

**Q: Does the Middle Years Programme (MYP) lead directly to the Diploma Programme?**

A: The MYP is an excellent preparation for the Diploma Programme. Many of the concepts, programme elements, and the underlying philosophy found in the MYP are consistent with those found in the Diploma Programme. However, a student's prior involvement with the MYP is not a guarantee of entry into the Diploma Programme

**Q: What is the status of the MYP certificate as a school-leaving certificate?**

A: The MYP was not developed in order to lead to a "school-leaving certificate", but to provide the student with good preparation for further studies (IB Diploma Programme or other) and to develop lifelong learning skills and dispositions. The MYP certificate represents global achievement within an MYP curriculum framework, and takes into account academic as well as non-academic aspects (and, very importantly, the evidence of an understanding of the core dimensions of the programme through the personal project and community and service activities). Experienced MYP schools tell us that students graduating with the MYP certificate are well prepared for independent study and the rigour of the Diploma Programme.

**Q: Do MYP students receive any acknowledgment for their work?**

A: If the school participates in external moderation, students who complete the five-year MYP may receive an MYP certificate and a Record of achievement. The MYP certificate is evidence of a student's good preparation for further studies, such as the IB Diploma Programme, or other rigorous programmes. It represents significant achievement and takes into account academic as well as non-academic aspects, such as community

service and the creation of a personal project.

**Q: How can students transition successfully from the MYP to the DP?**

A: There are a number of strategies that schools use to develop a smooth transition between MYP and DP. These include:

- ongoing professional development that emphasizes the continuity, aims and objectives of the two programmes
- promoting the integration of the IB learner profile when planning the curriculum and its implementation in the classroom
- facilitating vertical planning sessions between teachers in the two programmes
- developing an understanding and consistent use of a common set of key terms/ concepts that are applicable to both programmes
- facilitating collaborative planning opportunities for teachers to share and reflect on their professional practices
- monitoring student learning through a variety of ongoing assessments
- reinforcing and developing students' understanding of previously learned concepts
- preparing students to develop effective strategies for external examinations as well as inquiry-based learning across all courses
- providing opportunities for interaction between students of both programmes to share their experiences.

**Q: Where can I find out more information about the MYP?**

A: You can contact TCIS's MYP Coordinator for more information. You can also go to the IB's website at <http://ibo.org/myp/>

Information for these FAQ's has been taken from these sources:

<http://ibanswers.ibo.org/>

*Science across the Continuum* (an IB publication)

*MYP: From principles into Practice* (an IB publication)