

# MYP at AISPP

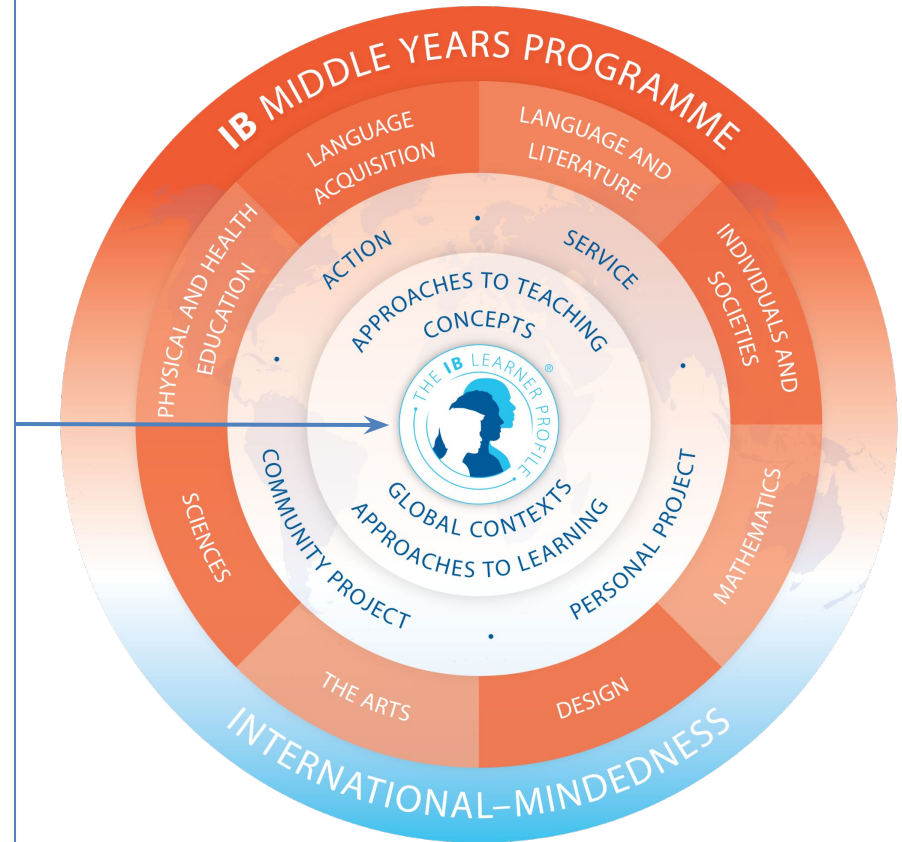


Middle Years  
Programme

# The MYP Model

## The IB Learner profile is central

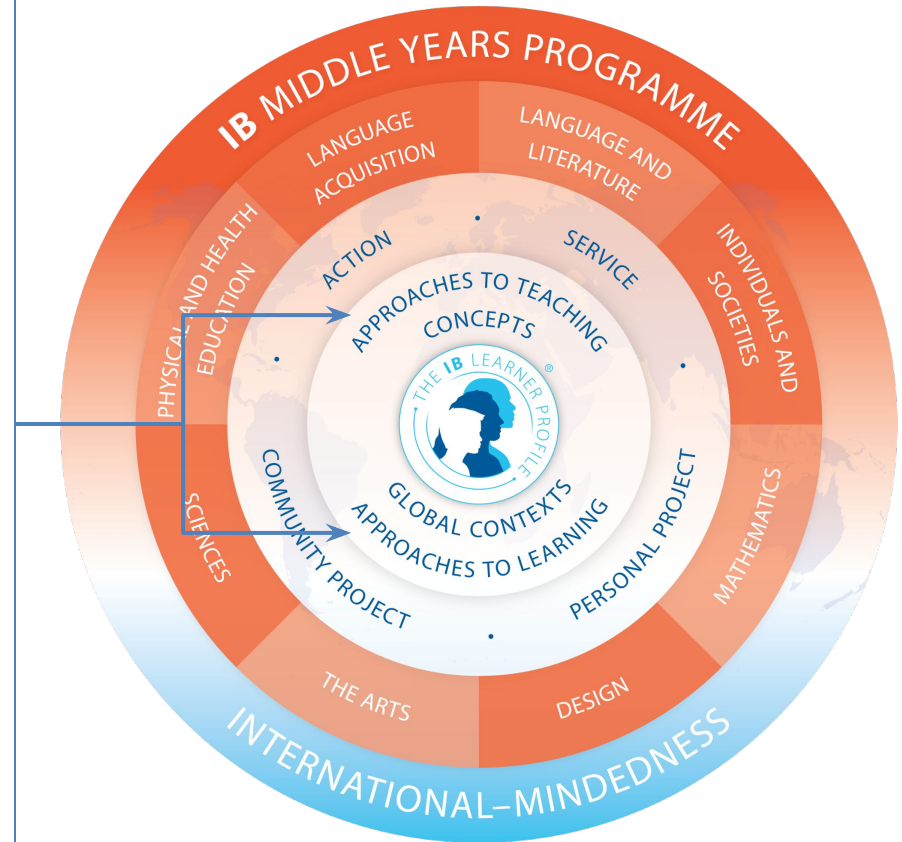
- **Inquirers** → curious students ask questions
- **Knowledgeable** → smart
- **Thinkers** → think critically and creatively
- **Communicators** → share ideas effectively
- **Principled** → act with integrity
- **Open-minded** → to other cultures and ideas
- **Caring** → empathy, compassion and respect
- **Risk-takers** → try new approaches
- **Balanced** → holistic wellbeing
- **Reflective** → consider their role in the world



# The MYP Model

## Learning for real-world contexts

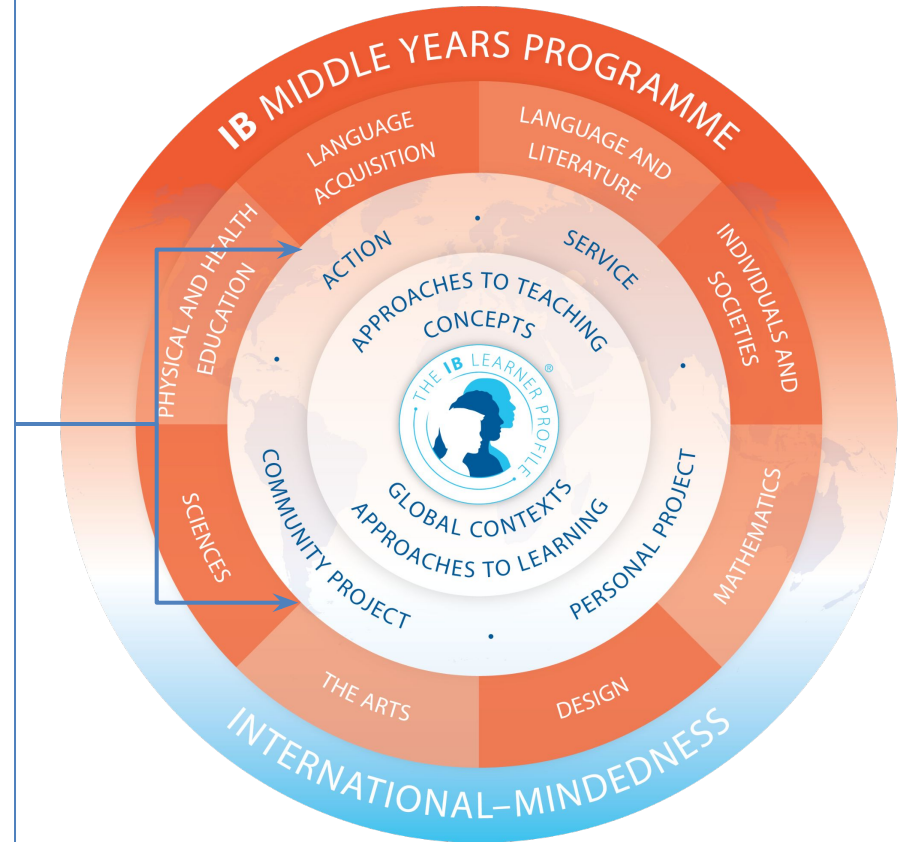
- Develops *international-mindedness* for lifelong success in an interconnected world
- *Approaches to learning* (ATLs) are how students learn to learn across all subjects
- *Conceptual learning* of big ideas that define fields of knowledge and connect subjects
- *Global contexts* frame learning in real-world issues and current events
- *Approaches to teaching* emphasise collaborative and personalised classroom experiences tailored to each student's unique needs and talents



# The MYP Model

## Service learning and projects

- **Student-initiated service** projects empower students to improve our world: research, advocacy, and direct action within the broader community
- **Service learning** helps students develop new skills, work collaboratively and consider the ethical implications of their actions
- The **Personal Project** fosters independence by allowing students to create products that demonstrate new skills and concepts connected to personal interests
- **Project-based learning** builds long-term mastery of concepts and subject knowledge



# The MYP Model

## Broad and balanced curriculum

- **8 subject groups** ensure learning across a broad knowledge base
- **Integrated disciplines** within groups → geography, history and economics taught within Individuals and societies; biology, chemistry and physics taught within Sciences
- **Interdisciplinary units** demonstrate the interconnectedness of different concepts, skills, subjects and fields of knowledge



# Learning in the MYP



**SKILLS**  
what students can *DO*

Assessment focus

Achievement is based on action words called *command terms*

These tell students *how to show what they learn.*

are emphasised over

**CONTENT**  
what students *KNOW*

From the *Australian Curriculum* (ACARA)

# Learning in the MYP



**4 criteria** reflect different *types of knowledge* in each subject:

- **Factual**
- **Conceptual**
- **Procedural**
- **Metacognitive**

Subject	Criterion A	Criterion B	Criterion C	Criterion D
<b>Language and literature</b>	Analyzing	Organizing	Producing text	Using language
<b>Language acquisition</b>	Listening	Reading	Speaking	Writing
<b>Individuals and societies</b>	Knowing and understanding	Investigating	Communicating	Thinking critically
<b>Sciences</b>	Knowing and understanding	Inquiring and designing	Processing and evaluating	Reflecting on the impacts of science
<b>Mathematics</b>	Knowing and understanding	Investigating patterns	Communicating	Applying mathematics
<b>Arts</b>	Investigating	Developing	Creating / Performing	Evaluating
<b>Physical &amp; health education</b>	Knowing and understanding	Planning for performance	Applying and performing	Reflecting and improving
<b>Design</b>	Inquiring and analyzing	Developing ideas	Creating the solution	Evaluating

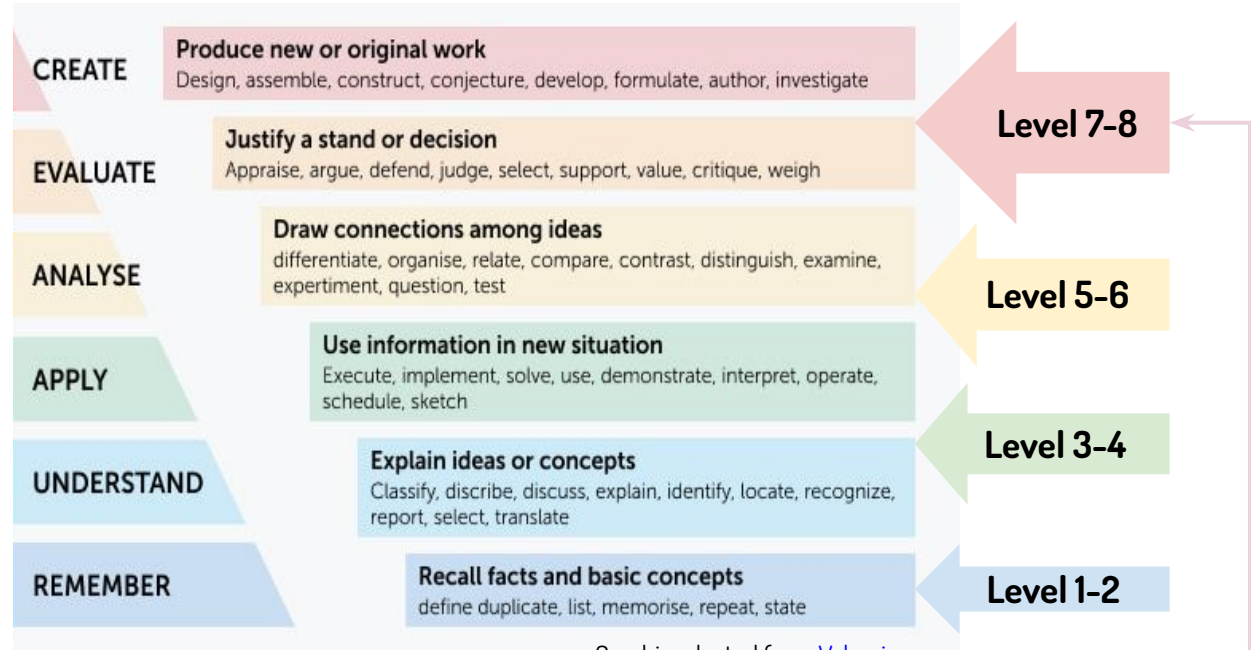


# Learning in the MYP

Achievement is based on **depth of knowledge**

- Maximum level 8 in each criterion
- Each level builds on the previous level
- Levels defined by action words called **command terms**
- Command terms tell students how to show what they learn

Overall achievement in each subject is **holistic**, accounting for all 4 criteria equally.



Graphic adapted from [Valamis](#)

“... the highest level descriptors require teachers to **design open-ended tasks so that students can choose...** which techniques or skills to apply”

(MYP: From Principles Into Practice, p.87)



# Learning in the MYP

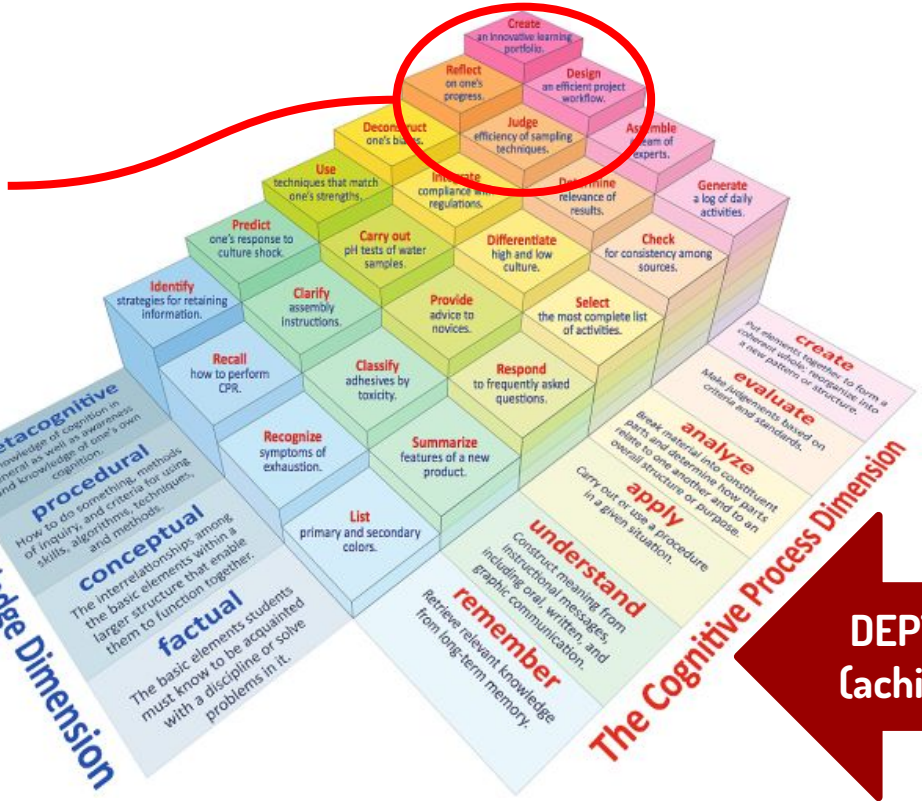


**AISPP aims here!**  
*Deep thinking  
 about complex  
 knowledge, issues,  
 and ideas*

**TYPES OF  
 KNOWLEDGE  
 (assessment criteria)**

**The Knowledge Dimension**

- metacognitive**  
 Knowledge of cognition in general as well as awareness and knowledge of one's own cognition.
- procedural**  
 How to do something, methods of inquiry, and criteria for using skills, algorithms, techniques, and methods.
- conceptual**  
 The interrelationships among the basic elements within a larger structure that enable them to function together.
- factual**  
 The basic elements students must know to be acquainted with a discipline or solve problems in it.



**DEPTH OF THINKING  
 (achievement levels)**

Graphic credit: Anderson, L.W. (Ed.), Krathwohl, D.R. (Ed.), et al. (2001). *A taxonomy for learning, teaching, and assessing: A revision of Bloom's Taxonomy of Educational Objectives* (Complete edition). New York: Longman.

# AISPP Platforms



## TODDLE for curriculum documentation

- Living unit planners
- Summative assessment task docs and dates in calendar
- Links to unit folders in shared drives
- All curriculum work lives here - *REQUIRED*

## SHARED DRIVES for teaching and learning resources

- Student organizers
- Class notes and presentations
- All docs that are shared with students
- *REQUIRED*: these remain with AISPP

## GOOGLE CLASSROOM for subject-specific materials

- Share day-to-day plans and activities with students
- Formative/daily work posted here, *not Toddle*
- Standardised structure across subject areas
- Manage it your way
- *REQUIRED*

**This is the  
SHARED DRIVE -  
not your personal  
drive.**