

About this workshop

This workshop is provided by IBICUS Ltd, a licensed and fully authorised organiser of professional development programmes for the IB community.

This is a **Category 1** workshop.

Following the IB Guidelines for Category 1 workshops, we will focus on:

- Aligning educational beliefs and values to reflect those of the IB in order to create a challenging programme of international education.
- Develop an understanding of the structures and principles of the subject group framework and guidelines.
- Prepare learning and teaching experiences that will support the implementation of the subject group and guidelines.
- Engage in relevant, significant, challenging student-centered environments.

Pre-workshop information and preparation

It is essential that participants come ready to share their practice, ideas and resources.

Before the workshop, please do the following:

- Download and familiarise yourself with MYP Principles into Practice and the Individuals and Societies Guide
- Think about a unit that you would like to work on during the workshop

APPS and materials

Please ensure that you have access to and understand how to use

- ZOOM
- Padlet
- Google Drive

DAY 1

UK Time	Session	Objective	Session Content
08:30 – 08:55	WORKSHOP SET UP	Meet and greet and ensure all participants have connectivity and access to materials and apps	Welcome, navigation, app usage, general housekeeping
08:55 – 09:00	BREAK		
09:00 – 10:00	1.1 IB standards and the millennium	<ul style="list-style-type: none"> • align elements of the IB programme standards and practices (C) to use as a guide for decisions regarding implementation of the programme • share perspectives and challenges on education in our ever-changing world that impact MYP implementation in the subject group. 	<ul style="list-style-type: none"> • Icebreaker activity • The IB Middle Years Programme model, mission statement and learner profile. • Aims, objectives and requirements of I&S
10:00 – 10:15	BREAK		
10:15 – 11:45	1.2 Aims, objectives and a plan	<ul style="list-style-type: none"> • develop an understanding of the aims, objectives, and requirements of the subject group, including interdisciplinary planning 	<ul style="list-style-type: none"> • Review of I&S aims • Resources available

		<ul style="list-style-type: none"> compare year 1, 3, and 5 subject group objectives consider the impact of the horizontal and vertical curriculum plan for the subject group interact with and explore the subject-specific learning and teaching resources (TSMs) on the programme resource centre. 	
11:45 – 12:00	BREAK		
12:00 – 13:30	1.3 Concepts – the ‘what’	<ul style="list-style-type: none"> develop an understanding of the concept-based approach in the MYP to include the structure of knowledge explore subject-specific key and related concepts. 	<ul style="list-style-type: none"> Key and related concepts Conceptual understanding statements

DAY 2

UK Time	Session	Objective	Session Content
09:00 – 10:30	2.1 Context – the ‘why’	<ul style="list-style-type: none"> explore the importance of the intercultural dimensions of the programme through the global contexts become acquainted with the MYP global contexts for learning and their explorations develop an understanding of MYP global contexts to ensure meaningful, relevant and engaging learning experiences throughout the unit inquire into the creation of a statement of inquiry. 	<ul style="list-style-type: none"> Global context and exploration Statements of inquiry Jamboard activity stage one of a unit together in groups Sharing and discussion of group units
10:30 – 10:45	BREAK		
10:45 – 11:45	2.2 Summative assessment	<ul style="list-style-type: none"> discuss the design principles of summative assessment task(s) in relation to the subject group requirements and objectives develop an understanding of the relationship between the statement of inquiry and the summative assessment task begin to develop task-specific clarifications using the published criteria and the appropriate objective strands. 	<ul style="list-style-type: none"> summative assessment tasks task specific clarifications Share and feedback on units that have been created so far Design summative assessment tasks for units
11:45 – 12:00	BREAK		
12:00 – 13:30	2.3 Approaches to learning	<ul style="list-style-type: none"> align ‘approaches to learning’ skills with the subject group objective strands with an authentic assessment task develop an understanding of the ‘approaches to learning’ categories and clusters select ‘approaches to learning’ skills that focus the learning experiences in a unit. 	<ul style="list-style-type: none"> Sharing, how do you include/recognise the ATLs at your school approaches to learning categories and clusters mapping ATLs

DAY 3

UK Time	Session	Objective	Session Content
09:00 – 10:30	3.1 Inquiring into the purpose of the unit	<ul style="list-style-type: none"> investigate how the design of the unit planner sets up the delivery of inquiry in the classroom develop an understanding of how questions guide inquiry (factual, conceptual, debatable) in the inquiry and action sections of the planner create inquiry questions for the inquiry section of the unit planner. 	<ul style="list-style-type: none"> inquiry mystery inquiry questions inquiry and action sections of the planner create inquiry questions
10:30 – 10:45	BREAK		
10:45 – 11:45	3.2 Learning and teaching through inquiry	<ul style="list-style-type: none"> explore how the inquiry cycle frames meaningful, relevant, and engaging classroom learning design formative learning engagements that will equip students with the required factual, procedural, and conceptual knowledge to be successful with their summative assessment task differentiate learning and teaching in the classroom. 	<ul style="list-style-type: none"> assessment requirements student work samples recording and reporting Inclusion
11:45 – 12:00	BREAK		
12:00 – 13:30	3.3 MYP projects and understanding eAssessment	<ul style="list-style-type: none"> use assessment criteria to make judgments about student achievement (criterion-related, best fit) explore the principles behind arriving at a summative grade through recording and reporting investigate the philosophical and practical approach to inclusion in the MYP. investigate the protocols of eAssessment develop an understanding of the nature and requirements of the personal project develop an understanding of the nature and requirements of the community project. 	<ul style="list-style-type: none"> eAssessment Personal Project Community Project Video – watch and discuss Presentation of session content Personal project/community project activity (groups) Presentation to whole group