

Language and Literature

18 – 20 October 2021

IB MYP Category 2 with Kate Beatty

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 a **Category (2)** workshop.

Following the IB Guidelines for Category 2 workshops, we will focus on:

Developing the MYP Language and Literature curriculum (generic)

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:

- Read the MYP Language and Literature Guide
 - Read the MYP Language and Literature Teacher Support Materials
- (1 hour)**

APPS and materials

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

- ZOOM
- Googledrive
- Padlet

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 – 10:30	1.1	Standards and Practices	<ul style="list-style-type: none"> • Discuss perspectives and challenges on education in our ever-changing world that impact MYP delivery • Examine elements of the IB programme Standards and Practices as a guide for decisions regarding delivery of the programme • Reflect on how the MYP fosters international-mindedness.
10:30 – 10:45	BREAK		
10:45 – 12:15	1.2	The Language and Literature Subject Group	<ul style="list-style-type: none"> • Discuss the challenges of developing and delivering a MYP unit of work

			<ul style="list-style-type: none"> • Document understanding of key and related concepts through a conceptual understanding • Recall aims, objectives and requirements of the subject group • Compare subject group objectives.
12:15 – 12:30	BREAK		
12:30 – 13:30	1.3	Making it global	<ul style="list-style-type: none"> • Examine understanding regarding the role of MYP global contexts and international Mindedness • Demonstrate understanding of concepts and context as a statement of inquiry • Synthesize the understanding of concepts/contexts and how they may ground interdisciplinary teaching and learning.

DAY 2

UK Time	Session	Objective	Session Content
09:00 – 10:30	2.1	The Summative Nature of the MYP	<ul style="list-style-type: none"> • Investigate the nature of authenticity • Explore how summative assessment tasks in years 1- 4 support the final eAssessments • Design an authentic summative assessment task aligned with the appropriate objectives/strands • Justify the relationship between the summative assessment task and the statement of inquiry.
10:30 – 10:45	BREAK		
10:45 – 12:15	2.2	ATL: Explicit/Implicit	<ul style="list-style-type: none"> • Classify approaches to learning skills (ATL) with reference to the subject group objectives and their strands • Show how the ATL skill indicators are the foundation for inquiry-based learning • Create explicit/implicit learning experiences that develop self-regulated learners and metacognitive thinkers. •
12:15 – 12:30	BREAK		

12:30 - 13:30	2.3	Inquiry Questions	<ul style="list-style-type: none"> • Contrast the difference between inclusive and exclusive questions • Investigate the difference between big and small questions • Reflect on the close reading investigation.
---------------	-----	-------------------	--

DAY 3

UK Time	Session	Objective	Session Content
09:00 - 10:30	3.1	Differentiation and Inclusion	<ul style="list-style-type: none"> • Investigate the difference between inclusion and differentiation • Explore how to design learning experiences that support student achievement with their summative assessment task design learning engagements that are formally assessed to support ongoing teaching and learning.
10:30 - 10:45	BREAK		
10:45 - 12:15	3.2	Task specific clarifications; recording and reporting	<ul style="list-style-type: none"> • Draw conclusions about standardization practices • Formulate task-specific clarifications • Discuss successful strategies for recording and reporting ongoing student progress
12:15 - 12:30	BREAK		
12:30 - 13:30	3.3	MYP projects and Service Learning Final Questions and Planning for return to school.	<ul style="list-style-type: none"> • Develop a better understanding of the roles of student, supervisor and coordinator in the personal and community projects • Discuss outcomes for service learning when planning MYP units • Reflect on delivering authentic, contextualized, student-centered learning in a whole school environment.