

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

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

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

12:30 - 13:30	2.3	Inquiry Questions	<ul style="list-style-type: none"> <li>• Contrast the difference between inclusive and exclusive questions</li> <li>• Investigate the difference between big and small questions</li> <li>• Reflect on the close reading investigation.</li> </ul>
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## DAY 3

UK Time	Session	Objective	Session Content
09:00 - 10:30	3.1	Differentiation and Inclusion	<ul style="list-style-type: none"> <li>• Investigate the difference between inclusion and differentiation</li> <li>• 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.</li> </ul>
10:30 - 10:45	BREAK		
10:45 - 12:15	3.2	Task specific clarifications; recording and reporting	<ul style="list-style-type: none"> <li>• Draw conclusions about standardization practices</li> <li>• Formulate task-specific clarifications</li> <li>• Discuss successful strategies for recording and reporting ongoing student progress</li> </ul>
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"> <li>• Develop a better understanding of the roles of student, supervisor and coordinator in the personal and community projects</li> <li>• Discuss outcomes for service learning when planning MYP units</li> <li>• Reflect on delivering authentic, contextualized, student-centered learning in a whole school environment.</li> </ul>