

Individuals and Societies

IB MYP Category 2

with Lisa Joassaint

21-23 Feb 2022

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 1 workshops, we will focus on:

- continuing to develop a collaborative approach to the structures and principles of the subject group framework and requirements
- building upon effective teaching and learning strategies and design assessment tasks that will support the implementation of the subject groups and requirements
- continuing to engage in relevant, innovative, challenging student-centred environments
- continuing to align educational beliefs and values to reflect those of the IB in order to create a challenging, internationally-minded educational programme

- reflecting upon individual practices and capabilities.

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 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. 	<ul style="list-style-type: none"> • Icebreaker activity. • The IB Middle Years Programme model, mission statement and learner profile. • Review of aims, objectives and requirements of I&S <p><i>Programme Standards and Practices</i></p>
10:00 – 10:15	BREAK		
10:15 – 11:45	1.2 Individuals and Societies	<ul style="list-style-type: none"> • Discuss the challenges of developing and delivering a MYP unit of work. 	<ul style="list-style-type: none"> • Resources available – Teacher Support Material on the PRC. • Identifying concepts.

		<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. 	<ul style="list-style-type: none"> Conceptual Understanding. Statements <i>Individuals and Societies guide</i> <i>TSM unit</i>
11:45 – 12:00	BREAK		
12:00 – 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. 	<ul style="list-style-type: none"> Global context and explorations Statements of Inquiry Link to summative task <i>Individuals and Societies guide</i> <i>MYP From Principles into Practice</i>

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. 	<ul style="list-style-type: none"> Summative Assessment tasks <i>Authenticity Rubric</i> <i>Evaluating MYP Unit Planners</i>
10:30 – 10:45	BREAK		
10:45 – 11:45	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 skills are the foundation for inquiry-based learning. Create learning experiences that develop self-regulated learners and metacognitive thinkers 	<ul style="list-style-type: none"> Approaches to learning categories and clusters Aligning with assessments ATL learning experiences <i>MYP From Principles into Practice</i>
11:45 – 12:00	BREAK		
12:00 – 13:30	2.3 Inquiry questions	<ul style="list-style-type: none"> Contrast the difference between inquiry and action section questions. Create questions for inquiry and action sections of the unit plan. Reflect on the close reading investigation. 	<ul style="list-style-type: none"> Inclusion through inquiry Inquiry and action sections of the planner Creating inquiry questions

DAY 3

UK Time	Session	Objective	Session Content
09:00 – 10:30	3.1 Learning experiences/ differentiation	<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. 	<ul style="list-style-type: none"> Inclusion and differentiation examples and strategies Documenting inclusion and differentiation Action – unit planner <i>Evaluating MYP Unit Planners</i>
10:30 – 10:45	BREAK		
10:45 – 11:45	3.2 Task-specific clarifications/ recording/ 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. 	<ul style="list-style-type: none"> Understanding assessment criteria Formulating task-specific clarifications IB requirements recording and reporting <i>MYP From Principles into Practice – Command Terms</i>
11:45 – 12:00	BREAK		
12:00 – 13:30	3.3 Projects and Service learning	<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. 	<ul style="list-style-type: none"> Understanding the Personal and Community Projects Documenting service opportunities <i>Projects Guides – Personal and Community</i>