

MYP Language and Literature

21-23 February 2022

IB MYP Category 2

with Asha Joypaul

About this workshop

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

Following the IB Guidelines for this workshop Category we will focus on: developing and consolidating our understanding of the MYP Language and Literature to deliver the programme with confidence.

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:

- (a. Read 21st century IM – Singh and Qi
- (b. Read UbD – ASCD article
(tbd further)

APPS and materials

Please ensure that you have access to and understand how to use the following:

(GoogleDrive, Padlet, Edmodo, Mindmeister)

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	Discuss perspectives for the millennium - Investigate how far the MYP is an education for our world.	Participants will: <ul style="list-style-type: none"> - reflect on what constitutes an IB education - identify and justify how the values of an IB education are represented in the written and taught curriculum and link them to the IB LP - discuss the change in pedagogy <ul style="list-style-type: none"> ➤ <i>Take-away: Chart for role of the teacher in an MYP classroom</i>
10:00 – 10:15	BREAK		
10:15 – 11:45	1.2	Explore how conceptual understanding allows for meaningful learning	Participants will: <ul style="list-style-type: none"> - Examine an example of an E-assessment task and discuss the underlying approach to evaluation of performance in the MYP - explore key and related concepts - develop conceptual understanding statements <ul style="list-style-type: none"> ➤ <i>Take-away: Examples of Conceptual Understanding Statements</i>
11:45 – 12:00	BREAK		
12:00 – 13:30	1.3	1.3 Investigate how Global Contexts ground understanding in authentic contexts.	Participants will: <ul style="list-style-type: none"> - Discuss their understandings of International-mindedness - Study how different perspectives can be used to study the same material - Use explorations of Global Contexts to develop Statements of Inquiry <ul style="list-style-type: none"> ➤ <i>Take-away: Examples of Statements of Inquiry</i>

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DAY 2			
UK Time	Session	Objective	Session Content
09:00 – 10:30	2.1	Investigate the implications of backwards planning in the MYP.	Participants will: <ul style="list-style-type: none"> - Develop an understanding of the approach to curriculum design in the MYP (Ubd) - Investigate the implications of performance assessment tasks. - Look at the GRASP model and develop GRASPS tasks for their units. <p>➤ <i>Take-away: Examples of GRASPS tasks</i></p>
10:30 – 10:45	BREAK		
10:45 – 11:45	2.2	Explore Inquiry-based Teaching and Learning.	Participants will: <ul style="list-style-type: none"> - Explore the Inquiry cycle and discuss what inquiry means in a classroom setting - Develop big Inquiry Questions - Understand the need for smaller inquiry questions <p>➤ <i>Take-away: Examples of Factual, Conceptual and Debatable questions</i></p>
11:45 – 12:00	BREAK		
12:00 – 13:30	2.3	Investigate the link between the subject objectives and the ATLs.	Participants will <ul style="list-style-type: none"> - Align the Language and Literature objectives and the ATL skills and work on a Vertical planner - Discuss ways of integrating ATL in lessons - Study an example of a lesson and in groups develop a lesson to teach an ATL. <p>➤ <i>Take-away: Language and Literature ATL Vertical Planner</i></p>

DAY 3			
UK Time	Session	Objective	Session Content
09:00 – 10:30	3.1	Making of learning a rich experience for both the teacher and the student.	Participants will: <ul style="list-style-type: none"> - Investigate formative assessment in the MYP - Develop a sequence of learning and integrate Formative tasks in groups <p>➤ <i>Take-away: Examples of sequence of lessons including Formative tasks</i></p>
10:30 – 10:45	BREAK		
10:45 – 11:45	3.2	Helping students achieve their potential for every task.	Participants will: <ul style="list-style-type: none"> - Unpack the Language and Literature assessment criteria - Develop Task Specific Clarifications - Complete a Task Sheet <p>➤ <i>Take-away: Examples of Task Sheets.</i></p>
11:45 – 12:00	BREAK		
12:00 – 13:30	3.3	Explore the MYP Projects.	Participants will: <ul style="list-style-type: none"> - Explore the Community and Personal Projects - Discuss how we can prepare our students towards the Projects- Update the role of the teacher in the MYP chart - Reflect on their own practice for the future <p>➤ <i>Take-away: An updated Teacher-role chart.</i></p>