

# Welcome to the International School Almere

Introduction to the Middle Years Programme



# Objectives

1. Nature of the IB education
2. Nature of the MYP programme
3. Service as action
4. IB Learner profile
5. ATL Skills
6. Interdisciplinary Learning
7. Assessment in the MYP
8. Assessment in MYP5
9. Practical Info.
10. Final Note



# 1. Nature of the IB Education

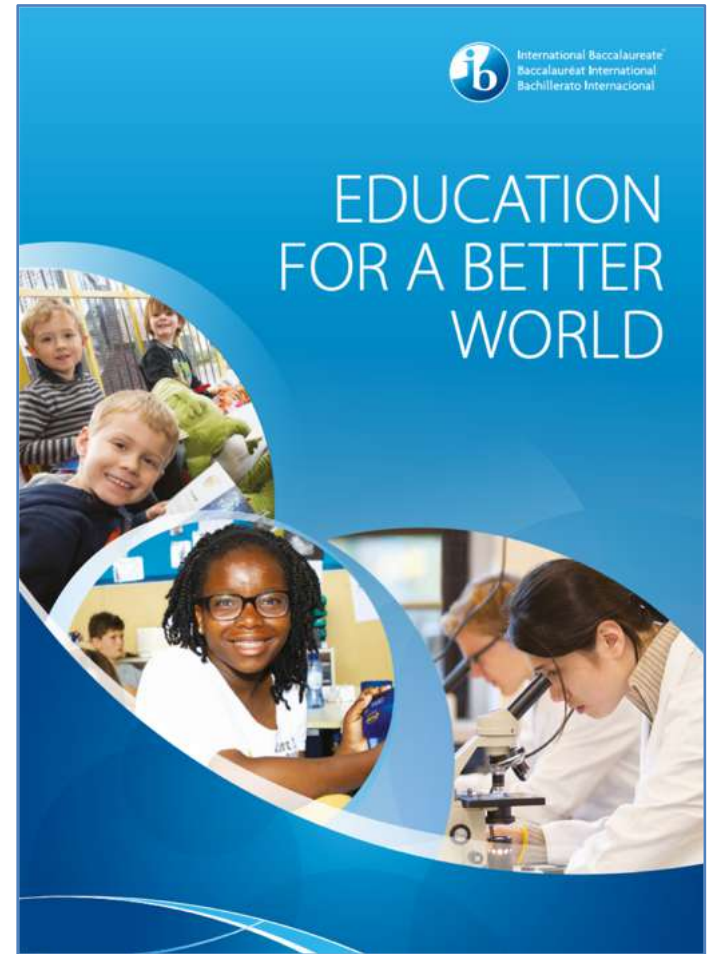
The International Baccalaureate (IB) develops people who help to create a **better and more peaceful world** through education that builds **intercultural understanding and respect**.

- A. Create global citizenship
- B. Create a more sustainable and peaceful world

MYP 1 - 5



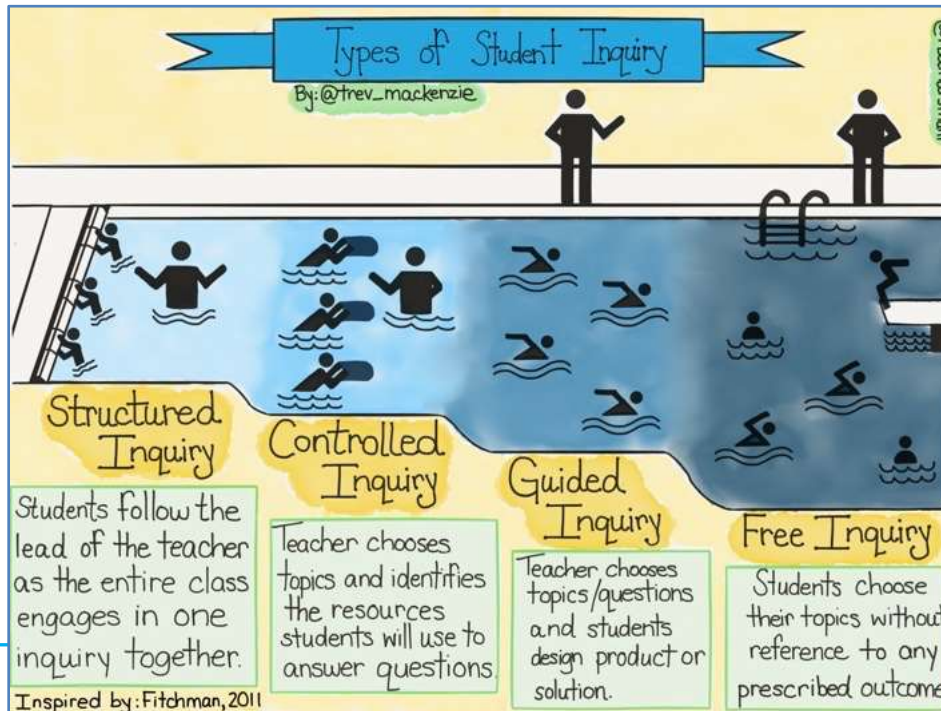
DP 1 - 2



## 2. Nature of the MYP programme

Fundamental concepts of the IB – Pedagogical approach:

- **Conceptual understanding:** “Big ideas” to develop the curriculum.
- **Inquiry based learning:** a learning process that engages students by making **real-world connections through exploration and high-level questioning.**

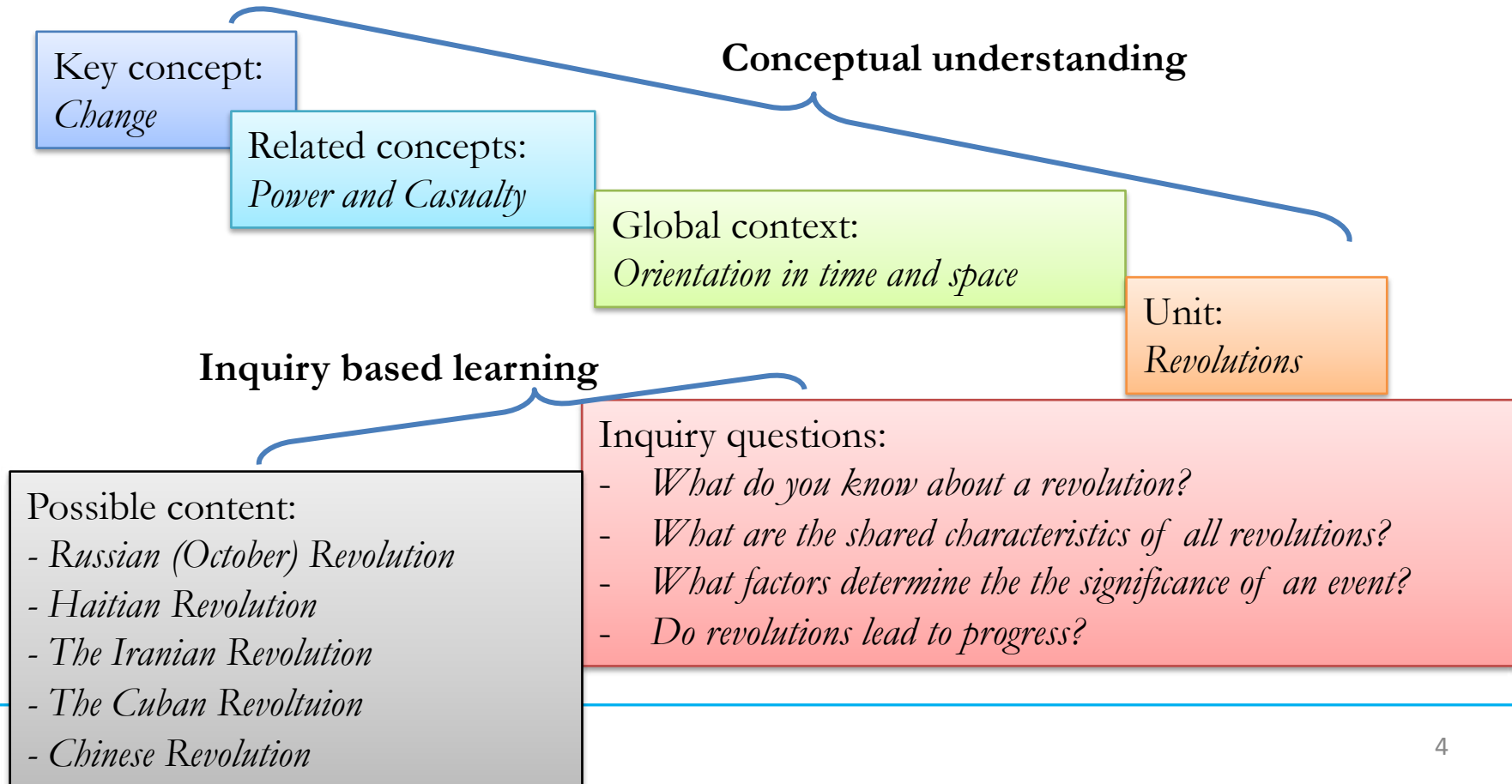


Trevor MacKenzie,  
*'Dive into Inquiry'* (2016)

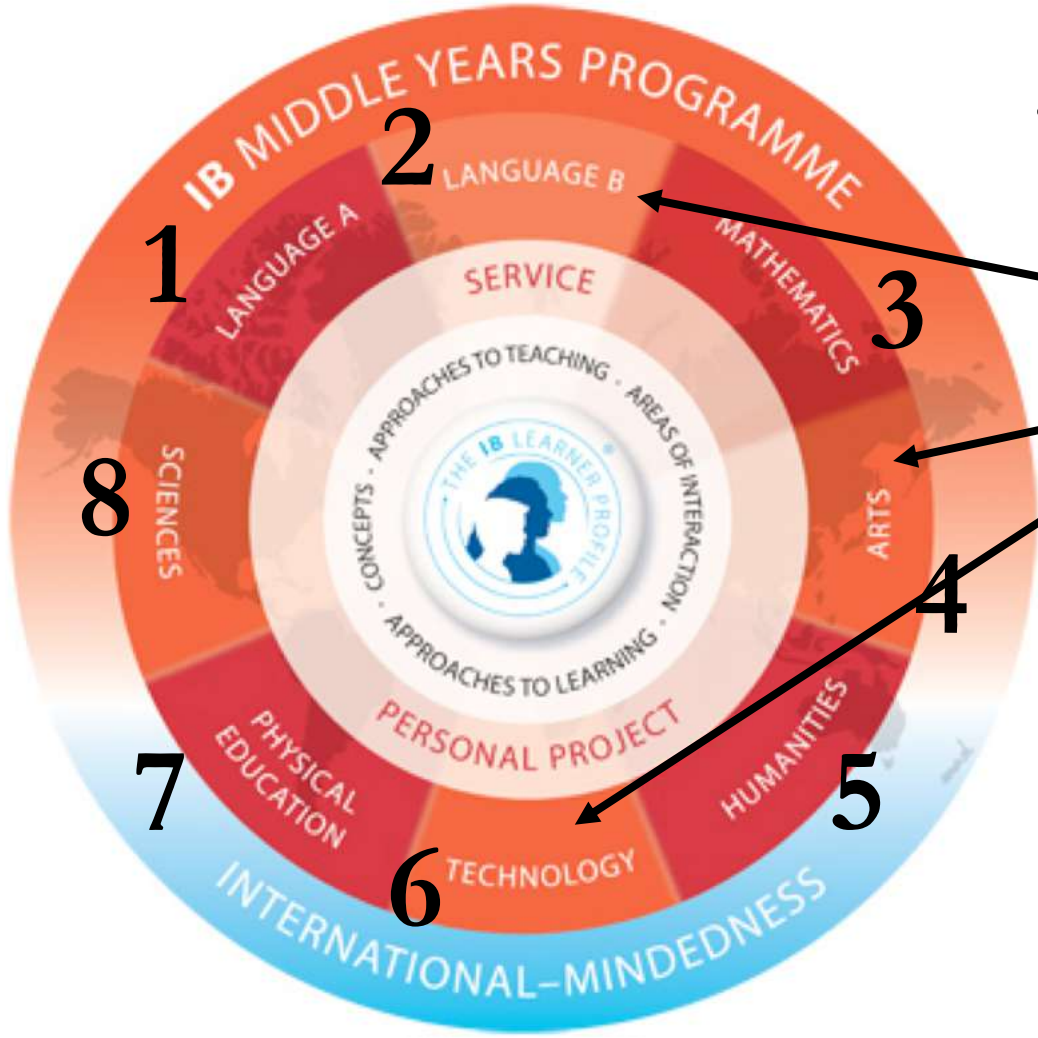
## 2. Nature of the MYP programme

Fundamental concepts of the IB – Pedagogical approach.

- Let's share an example from the Humanities subject:



## 2. Nature of the MYP programme



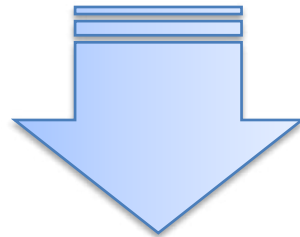
- 8 subject groups:
  - Up to 12 subjects in MYP1
  - Subject choices from MYP2
    - Language B
    - Arts & DT



## 2. Nature of the MYP programme

Fundamental concepts of the IB – Pedagogical approach:

- **Holistic learning:** The holistic education concept—the philosophy of **educating the whole person, beyond core academics**. Educators seek to address the emotional, social, ethical, and academic needs of students in an integrated learning format.



How do we do this?

See the next chapters of this presentation.

3. Service as Action
4. IB Learner profile
5. ATL Skills
6. Interdisciplinary Learning

# 3. Service as Action



Community and service starts in the classroom and extends beyond it, requiring students to take an active part in the communities in which they live outside of the classroom.

But, why?

- Giving importance to the sense of community.
- Encourages responsible citizenship as well as deepen the knowledge and understanding of the world around our students.
- Developing community awareness.
- Skills needed to make an effective contribution to society.



## 3 projects per Year level

- How do we live in relation to others?
- How can I contribute to the community?
- How can I help others?

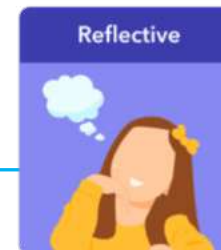
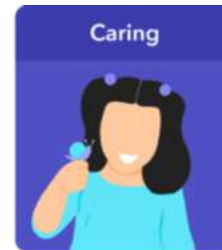
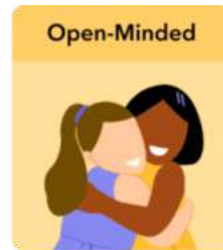


# 4. IB Learner profile



The Learner Profile is a list of characteristic students should keep trying to develop as they move through your life at high school.

- Knowledgeable
- Thinkers
- Communicators
- Reflective
- Risk takers
- Caring
- Open minded
- Balanced
- Principled
- Inquirers



# 5. ATL Skills

INTERNATIONAL SCHOOL ALMERE  
THE NETHERLANDS

<b>COMMUNICATION</b>	<b>I. Communication</b>	
	<ul style="list-style-type: none"> <li>Exchanging thoughts, messages, and information through interaction</li> </ul>	<ul style="list-style-type: none"> <li>Reading, writing, listening, speaking, viewing, presenting to gather and communicate information</li> </ul>
<b>SOCIAL</b>	<b>II. Collaboration</b>	
	<ul style="list-style-type: none"> <li>Working effectively with others by taking responsibility and making fair decisions</li> </ul>	
<b>SELF - MANAGEMENT</b>	<b>III. Organisation</b>	<b>IV. Affective</b>
	<ul style="list-style-type: none"> <li>Managing time and tasks effectively</li> </ul>	<ul style="list-style-type: none"> <li>Develop perseverance and self-motivation</li> </ul>
<b>RESEARCH</b>	<b>VI. Information literacy</b>	<b>V. Reflection</b>
	<ul style="list-style-type: none"> <li>Finding, interpreting, judging and creating information</li> <li>Collecting, recording and evaluating data</li> </ul>	<ul style="list-style-type: none"> <li>Using feedback to learn</li> </ul>
<b>THINKING</b>	<b>VII. Media Literacy</b>	<b>VIII. Critical Thinking</b>
	<ul style="list-style-type: none"> <li>Interacting with media to create ideas and gain information</li> </ul>	<ul style="list-style-type: none"> <li>Analysing and evaluating issues and ideas</li> </ul>
	<b>IX. Creative Thinking</b>	<b>X. Transfer</b>
	<ul style="list-style-type: none"> <li>Getting new ideas and considering new perspectives</li> </ul>	<ul style="list-style-type: none"> <li>Using skills and knowledge in multiple situations</li> </ul>

**ATL SKILLS**

APPROACHES TO LEARNING



Information taken and modified from <https://www.ibo.org/en/atl>

Approaches to learning (ATL) are skills designed to enable students in the IB Middle Years Programme (MYP) to **“learn how to learn.”**

Implementation would see ATLs implicitly and explicitly embedded into day-to-day learning experiences, so that students have opportunities to practice and incrementally develop a range of ATL skills.

## 6. Interdisciplinary Learning

- **Students combine learning from multiple disciplines** to come up with new ways to think about issues and solve problems.
- In fact, all year levels have at least one Interdisciplinary Unit (IDU).



For example:

- Drama and Humanities: Students create their own performance (play) by combining the knowledge gained in Humanities and the planning and performance skills gained in Drama.



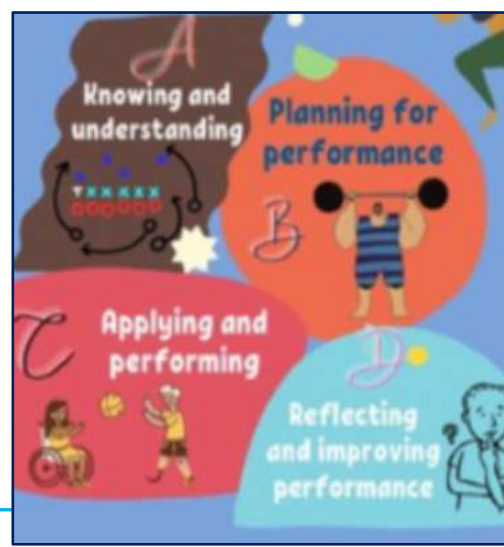
# 7. Assessments in the MYP

- The IB produced descriptions of what students should be able to do in each subject to get a certain grade.
- Those descriptions are grouped in 4 criteria.
- Thus, there are **4 criteria per subject**.
- Teachers look at these criteria and make assessment tasks that will allow students to get good grades. Students will be assessed with a **wide range of methods, not only tests!**

Humanities Criteria



PHE Criteria



Sciences Criteria



# 7. Assessments in the MYP

	A	B	C	D
<b>Language and literature</b>	Analysing	Organizing	Producing text	Using language
<b>Language acquisition</b>	Comprehending spoken and visual text	Comprehending written and visual text	Communicating	Using language
<b>Individuals and societies</b>	Knowing and understanding	Investigating	Communicating	Thinking critically
<b>Sciences</b>	Knowing and understanding	Inquiring and designing	Processing and evaluating	Reflecting on the impacts of science
<b>Mathematics</b>	Knowing and understanding	Investigating patterns	Communicating	Applying mathematics in real-world contexts
<b>Arts</b>	Knowing and understanding	Developing skills	Thinking creatively	Responding
<b>Physical and health education</b>	Knowing and understanding	Planning for performance	Applying and performing	Reflecting and improving performance
<b>Design</b>	Inquiring and analysing	Developing ideas	Creating the solution	Evaluating
<b>MYP projects</b>	Investigating	Planning	Taking action	Reflecting
<b>Interdisciplinary</b>	Disciplinary grounding	Synthesizing	Communicating	Reflecting

## 7. Assessments in the MYP

For example... How **tidy** is your child's room?



Example 1



Example 2

Out of 8... Could you please give a number (grade)?

## Criterion A: Cleanliness

Grade	Descriptor
0	Unfortunately, the room does not meet any of the descriptors below.
1-2	The room is clean when there is one pile of laundry instead of several piles and when any other rubbish is stowed away under the bed. Once I manage to open the door, climb over loose objects and enter the room, I can hardly breath: the windows and curtains are closed and the dust will make me sneeze!
3-4	The room when dirty laundry is taken out of the room, and other loose objects in the appropriate place. So it seems neat, until you find out that the dirty bed sheets went out with the laundry, but no clean ones returned. Furthermore, the vacuum cleaner broke today (surprise!) and dusting does not exist in my vocabulary.
5-6	The room is clean when the laundry is gone, any other objects are stowed away appropriately, books are on the shelves, the desk is clean, the bed is made, and even the vacuum cleaner has done it's job. But what's that dust still doing on the shelves?
7-8	Not only the laundry is gone and any clean clothing is neatly stored in the closet, but also the bed is made, the open window allowed fresh air in the room, the desk is clean and it smells like roses. No dust to be found: this room is spic and span!

## Criterion B: Frequency

Grade	Descriptor
0	I never clean the room.
1-2	I only clean when we move house and the real estate agent is showing it to potential buyers. Only threats from parents work
3	I clean whenever I feel like it, which is less than once a month but at least once every six months. This only happens after repeated requests from my parents.
4-5	I clean every month, but hardly ever on my own initiative
6-7	I clean more than once a month and often take my own initiative.
8	I clean my room every week. Therefore it's rarely a big mess. I always take my own initiative.

We sometimes use Grade boundaries (from 1 to 8) if the summative assessment is structured in multiple tasks. If the task is correctly executed marks can be then awarded.

Marks	Final grade
1-3	1
4-5	2
6-7	3
8-9	4
10-12	5
13-15	6
16-18	7
19-22	8

This would be an example of the grade boundaries (table of proportions) for an assessment up to 22 marks.



## 7. Assessments in the MYP

- Each criteria for each subject is out of 8.
- Students earn a final grade when all 4 criteria are assessed.
- For each criteria a best fit approach, consistent sustained level is applied to choose the criteria for report cards.

Example:

These are the grades of a student in sciences during an academic year after completing many summative assessments:

<b>A</b>	<b>B</b>	<b>C</b>	<b>D</b>
5, 5, 6	4, 3, 4	2, 3, 3	7, 6, 8
↓	↓	↓	↓
<b>5</b>	<b>4</b>	<b>3</b>	<b>7</b>

For each criteria a best fit approach

**Total = 19** → **Final grade = 5** (see MYP boundaries on the next slide)

## MYP grade boundaries

Grade	Boundary guidelines	Descriptors
1	1-5	Produces work of very limited quality. Conveys many significant misunderstandings or lacks understanding of most concepts and contexts. Very rarely demonstrates critical or creative thinking. Very inflexible, rarely using knowledge or skills.
2	6-9	Produces work of limited quality. Expresses misunderstandings or significant gaps in understanding for many concepts and contexts. Infrequently demonstrates critical or creative thinking. Generally inflexible in the use of knowledge and skills, infrequently applying knowledge and skills.
3	10-14	Produces work of an acceptable quality. Communicates basic understanding of many concepts and contexts, with occasionally significant misunderstandings or gaps. Begins to demonstrate some basic critical and creative thinking. Is often inflexible in the use of knowledge and skills, requiring support even in familiar classroom situations.
4	15-18	Produces good-quality work. Communicates basic understanding of most concepts and contexts with few misunderstandings and minor gaps. Often demonstrates basic critical and creative thinking. Uses knowledge and skills with some flexibility in familiar classroom situations, but requires support in unfamiliar situations.
5	19-23	Produces generally high-quality work. Communicates secure understanding of concepts and contexts. Demonstrates critical and creative thinking, sometimes with sophistication. Uses knowledge and skills in familiar classroom and real-world situations and, with support, some unfamiliar real-world situations.
6	24-27	Produces high-quality, occasionally innovative work. Communicates extensive understanding of concepts and contexts. Demonstrates critical and creative thinking, frequently with sophistication. Uses knowledge and skills in familiar and unfamiliar classroom and real world situations, often with independence.
7	28-32	Produces high-quality, frequently innovative work. Communicates comprehensive, nuanced understanding of concepts and contexts. Consistently demonstrates sophisticated critical and creative thinking. Frequently transfers knowledge and skills with independence and expertise in a variety of complex classroom and real-world situations.

## 8. Assessment in MYP5

The grades of assessments of MYP5 students are crucial for their subject choices for Diploma Programme.

In addition to the regular summative assessments, all MYP5 students take part in the eAssessment. It has the following components:

1. Onscreen exams for some subjects
2. ePortfolio in some subjects
3. Personal Project

## 8. Assessment in MYP5

### 1. Onscreen exams in the following subjects:

- Language and Literature
- Language acquisition
- Integrated Science
- Integrated Humanities
- Mathematics
- Interdisciplinary learning



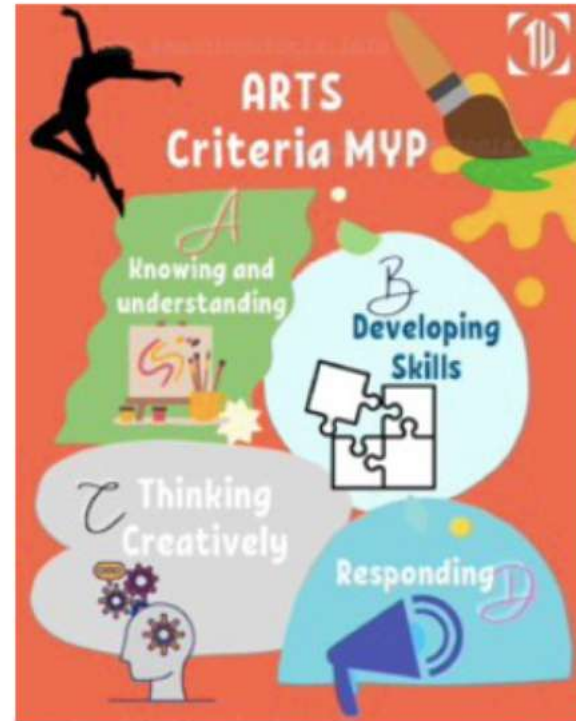
The students have a practice onscreen exam in January  
The final onscreen exam takes place in May

# 8. Assessment in MYP5

## 2. ePortfolio in the following subjects:

One of the following Arts:

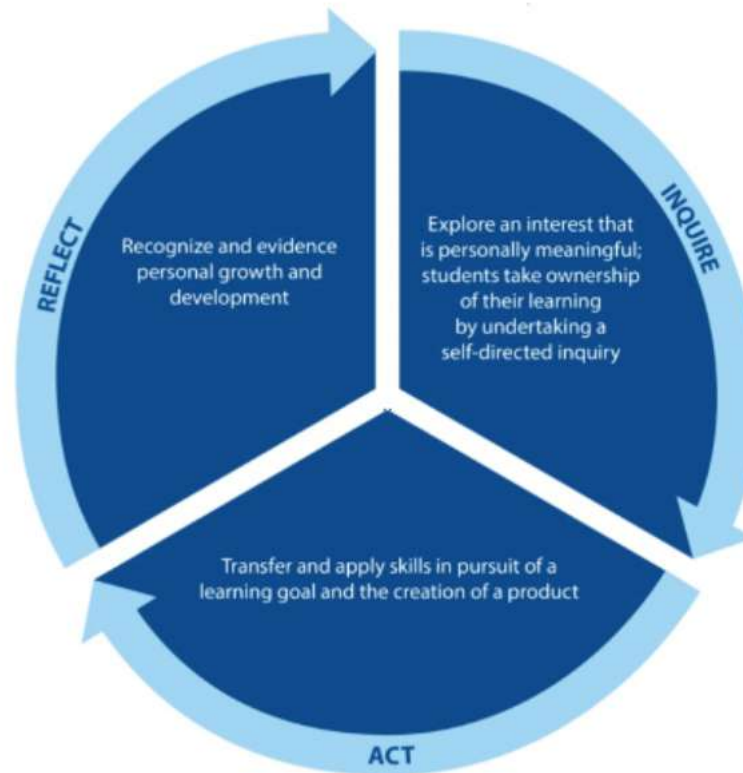
- Visual Arts,
- Music
- Theatre
- Design



# 8. Assessment in MYP5

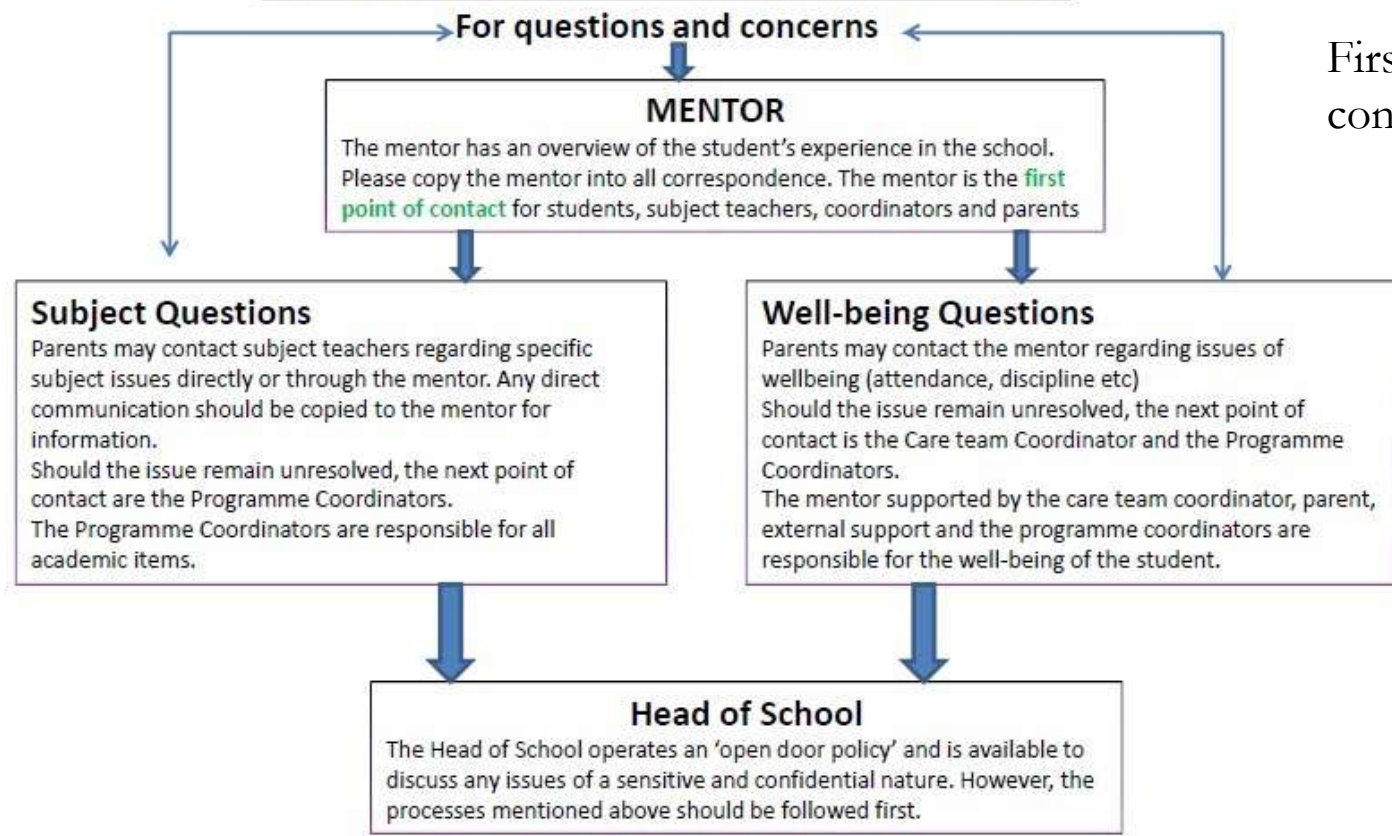
## 3. Personal Project

- Student driven project
- Students choose a topic to explore through learning a new skill/knowledge and creating a product/outcome



# 9. Practical Information


## Communications Tree – International School Almere



First point of contact is the mentor.

*The school will respond within three working days to queries or requests*

## Structure of the day

Structure of the day


Time	Monday	Tuesday	Wednesday	Thursday	Friday
09:00– 10:00	Lesson 1	Lesson 1	Lesson 1	Lesson 1	Lesson 1
10:00 – 11:00	Lesson 2	Lesson 2	Lesson 2	Lesson 2	Lesson 2
11:00 – 11:15	Tea break	Tea break	Tea break	Tea break	Trea break
11:15 – 12:15	Lesson 3	Lesson 3	Lesson 3	Lesson 3	Lesson 3
12:15 – 12:45	Lunch	Lunch	Lunch	Lunch	Lunch
12:45 – 13:45	Lesson 4	Lesson 4	Lesson 4	Lesson 4	Lesson 4
13:45 – 14:45	Lesson 5	Lesson 5	Lesson 5	Lesson 5	Lesson 5
14:45 – 15:30	Project time	Mentor lesson	Project time	Core hour: EE, PP, SA and CAS	Project time
15:30 – 16:30	Afterschool club	Staff meeting	Afterschool club	Afterschool club	Afterschool club

**Project timeslot** provides students with focused time for SA, individual meetings, Assemblies, Extra support for some subjects, etc.

**After school clubs** are free of charge. They include creative arts, sports, yearbook, choir, boardgames ...



## Laptops and School apps

All students need to bring a MacBook to the school.

The following apps will be installed and set up to be used in a daily basis:

1. **Managebac** for course material and report cards. Login for parents is possible.



ManageBac

2. **School Email address** for students.



3. **SOMToday** for checking TimeTables and rooms allocation



## Absences

- Short absences:

Contact detail: [absent-secondary@isalmere.nl](mailto:absent-secondary@isalmere.nl)

- Long absences:

Need to complete and send an Extraordinary leaving form request at least 6 weeks in advance:

<https://internationalschoolalmere.nl/wp-content/uploads/2023/09/ISA-2023-APPLICATION-FOR-SPECIAL-LEAVE-1.0.pdf>

## Location

- New location (from Sept 2023):  
Breskensweg 5, 1324 KE Almere



## Other practical info

- Is there a school bus?

No, there is no school bus, but public transport in Almere and surrounding areas is well organised.

- Are there dining facilities on campus?

The school has a small canteen which is open during the lunch break and sells snacks. We encourage students to bring their own food from home in a lunch box.

- Do students wear a uniform?

Our students do not wear a uniform.

- My child requires learning support. What does the school offer?

International School Almere offers additional learning needs for children. We suggest that you upload any documentation you have to support your application.

## 10. Final Note

- [www.ibo.org](http://www.ibo.org) has a lot of information including videos and webinars.

**We look forward to your support this school year in order to give your child the best possible environment to provide them holistic education.**



