



Middle Years Programme (MYP) Parent Guide

*An introductory guide
to the concepts and philosophies of the
International Baccalaureate programme
at Windfields Middle School.*



Windfields Middle School

Windfields Middle School: Mission Statement

The mission of Windfields Middle School is to create lifelong learners who will be prepared for the 21st century through academic, exploratory, and technological opportunities and to offer programs that encourage students to strive for excellence.

International Baccalaureate Organization: Mission Statement

The International Baccalaureate Organization aims to develop inquiring, knowledgeable and caring young people who help to create a better and more peaceful world through intercultural understanding and respect.

To this end the IBO works with schools, governments, and international organizations to develop challenging programmes of international education and rigorous assessment.

These programmes encourage students across the world to become active, compassionate and lifelong learners who understand that other people, with their differences, can also be right.

The **International Baccalaureate Organization (IBO)** is a chartered foundation under the Swiss civil code and is headquartered in Geneva, Switzerland. Started in 1967, it offers curriculum development, examination and assessment, teacher training, and other educational services to its member schools, which span 115 countries around the world.

A 16 member Council of Foundation, which meets annually, governs the IBO. The Director General, Dr. George Walker, is the chief executive officer of the organization. Curriculum development and assessment activities are carried out in the offices located in Cardiff, Wales, in the United Kingdom. A network of regional offices in Geneva, Buenos Aires, Singapore and New York provides services to member schools.

The IBO administers three stand-alone programs: The IB Diploma Programme (DP) for students 16-18 years of age; the **IB Middle Years Programme (MYP)** for students 12-16 years of age; and the IB Primary Years Programme (PYP) for students 5-11 years of age.

Overview of the Middle Years Programme

Five year programme (Grade 6 to 10)
Philosophy Based
Subject-specific aims
Incorporates: Approaches to Learning, Community (Year 3, Grade 8) and Personal Projects *

* Is completed in the final year 5 (Grade 10)

Windfields and MYP



The MYP aims to develop in students

- The disposition and capacity to be lifelong learners
- The capacity to adapt to a rapidly changing world
- The practical skills and intellectual rigour to effectively problem solve
- The capacity and self-confidence to act individually and collaboratively
- The willingness to act responsibly with an awareness of global issues and
- The ability to engage in effective communication
- The appreciation of similarities and differences and respect for others

What is Windfields' Current Status?

As of July 2007, Windfields Middle School has been authorized as an IB-MYP school. This means that we are officially affiliated with the IBO organization and our programming is in keeping with the concepts and philosophies of the IBO.

Why was Windfields chosen to become an MYP School?

Many students from Windfields choose to apply to the IB Diploma programme at Victoria Park C.I. The IB Diploma Programme (DP) is a rigorous accelerated academic programme that is very challenging. As a precursor to the DP, the MYP programme shares the same educational philosophies and vocabulary. By offering the MYP programme at Windfields, we hope to better prepare students who choose to pursue the IB Diploma.

What makes Windfields an MYP school?

The Staff continues to attend training sessions in MYP to stay current and get the latest MYP information. They meet regularly to develop programming, plan units of study horizontally (one grade level) and vertically (grade 6, 7 and 8). The staff continue to implement the fundamental philosophies of the IBO (**Holistic Learning, Intercultural Awareness, Communication**), while ensuring the Ontario Curriculum standards are met. The IBO monitors the school and will make visits every five years to ensure the school is continuing to practice the MYP programme as it is intended.

How will the students at Windfields benefit from the MYP programme?

Students will notice that the current Ontario curriculum will remain the focus of their learning; however, a more global and inquiry based approach will be used to teach the subject matter. Students will be expected to learn the IB vocabulary and philosophies and to put them into practice. There will be a strong emphasis on developing responsibility and community service. The goal is to help students become active and responsible global citizens while learning the skills to be successful members of society.

Do students need to apply to this programme to participate?

No! At Windfield, the MYP is a whole school programme. Every student who attends Windfields is included in the programme. MYP is an inclusive programme for all students of all ability levels.

MYP Concepts

The International Baccalaureate Fundamental Concepts

1. **Holistic Learning:** helping students make connections between themselves and the larger world. Another focus of holistic learning is the discovery of relationships between areas of knowledge.
2. **Intercultural Awareness:** developing students' attitude and knowledge about their own culture and the cultures of others.
3. **Communication:** aiding students to develop the necessary skills to understand the many forms of communication and how to effectively use them.



Approaches to Learning (ATL)

Provide students with the tools to enable them to take responsibility for their own learning. They go beyond traditional study skills, to include and promote: communication, collaboration, organization, affective awareness, reflection, information literacy, media literacy, critical thinking, creative thinking and transfer of skills.

Global Context

MYP global contexts provide shared starting points for inquiry into what it means to be internationally-minded, framing a curriculum that promotes multilingualism, intercultural understanding and global engagement. These contexts build on the themes that structure teaching and learning in the IB MYP.

Identities and Relationships / Identités et Relations

Orientation in Space and Time / Orientation dans l'espace et dans le temps

Personal and Cultural Expression / Expression personnelle et culturelle

Scientific and Technical Innovation / Innovation scientifique et technique

Globalization and Sustainability / Mondialisation et durabilité

Fairness and Development / Équité et développement

Over the course of their MYP journey, students will encounter these six MYP global contexts in every subject group. Working collaboratively, teachers may identify other contexts that provide academic rigour, motivation for learning, opportunities for personal development and support for developing the attributes of the IB learner profile.

The IB Learner Profile

International Baccalaureate programmes promote the development of young people into positive and contributing members of society. Teachers are encouraged to offer activities that give students an opportunity to practice and develop in these areas. International IB programmes focus on and develop the following attributes:

Inquirers Chercheurs

We nurture our curiosity, developing skills for inquiry and research. We know how to learn independently and with others. We learn with enthusiasm and sustain our love of learning throughout life.

Knowledgeable Informés

We develop and use conceptual understanding, exploring knowledge across a range of disciplines. We engage with issues and ideas that have local and global significance.

Thinkers Des penseurs

We use critical and creative thinking skills to analyse and take responsible action on complex problems. We exercise initiative in making reasoned, ethical decisions.

Communicators Des communicateurs

We express ourselves confidently and creatively in more than one language and in many ways. We collaborate effectively, listening carefully to the perspectives of other individuals and groups.

Principled Intègres

We act with integrity and honesty, with a strong sense of fairness and justice, and with respect for the dignity and rights of people everywhere. We take responsibility for our actions and their consequences.

Open-minded Ouverts d'esprit

We critically appreciate our own cultures and personal histories, as well as the values and traditions of others. We seek and evaluate a range of points of view, and we are willing to grow from the experience.

Caring Altruistes

We show empathy, compassion and respect. We have a commitment to service, and we act to make a positive difference in the lives of others and in the world around us.

Risk-takers Audacieux

We approach uncertainty with forethought and determination; we work independently and cooperatively to explore new ideas and innovative strategies. We are resourceful and resilient in the face of challenges and change.

Balanced Équilibrés

We understand the importance of balancing different aspects of our lives—intellectual, physical and emotional—to achieve well-being for ourselves and others. We recognize our interdependence with other people and with the world in which we live.

Reflective Réfléchis

We thoughtfully consider the world and our own ideas and experience. We work to understand our strengths and weaknesses in order to support our learning and personal development.

Community and Service

Community Service Logs and Community Service Project

The log has three sections with minimum goals for each year of the MYP. Each year 1, 2 and 3 student will receive one copy of the LOG in the beginning of the year. Please have students put this LOG in a safe place at home. For year 1 and 2, it must be handed in by *May 21, 2019* and for year 3 it is due *April 25th 2019* to qualify for a Windfields MYP gold, silver or bronze certificate. If students achieve a gold certificate all years and complete their Community Project in year 3, at Windfields they will be awarded a plaque in their graduating year.

The **Community Project** is for all year 3 students to work on throughout the year and is *due May 18th 2019*, with presentations to follow. It will be graded and a final mark will appear on their final report card in June.

The community project has four major components. Each component has deadlines and expectations, and students are encouraged to meet each deadline to ensure success.

*For more detailed information please check the Windfields Library website under IB.

What is the Community Project?

Year 3 (Grade 8)

In completing the Community Project students will:

- **Define** a goal to address a need within a community, based on personal interests
- **Research** both the community and its needs, and use both prior personal knowledge and subject specific knowledge to guide research
- **Develop** a proposal for action to serve the need(s) of the community
- **Plan** and **record** the development process of the project and use a process journal to document the project
- **Carry out the plan** in the community and demonstrate **service as action** as a result of the project, and demonstrate thinking, communication, and social skills
- **Evaluate** the quality of the service as action against the proposal
- **Reflect** on how completing the project has extended knowledge and understanding of service and learning

Community Project Examples

Listed below are examples of successful community projects students have completed in previous years:

- knit receiving blankets and hats for newborns in Tanzania to reduce infant deaths due to hypothermia
- create care packages for newly arrived students from Syria to help them transition to life in Canada and deliver the package to local schools
- create and code an Arduino to measure moisture levels in soil to assist with managing limited water resources during a drought, and present the community project as a part of the grade 8 science fair

Assessment and Evaluation *(Please note: more information in the student agenda)*

Although the teachers at Windfields follow the Ontario Curriculum, the MYP programme requires that students be assessed using MYP criterion-based rubrics. The Ontario curriculum is quite similar when it comes to assessing and evaluating in strands and using rubrics. Students will notice that for many tests and assignments an MYP rubric will be used.

At Windfields, teachers work to co-ordinate instruction and assessment tasks. The goal of this co-ordination is to provide a more consistent programme at each grade level. Additionally, vertical planning occurs amongst Grade, 6, 7, and 8 teachers to ensure that the teachers at Windfields work together to provide a solid Middle Years Program for our students.

Developing and implementing the MYP programme is an ongoing process that requires flexibility to change. The staff at Windfields is working hard to best implement the MYP programme and make the Middle school experience for your child the best it can be.

Assessment in the Middle Years Program [MYP]

It is through well-designed assessment tasks that Windfields students will develop the skills, attitudes and knowledge necessary to participate actively and responsibly in an increasingly global society. Each unit of study will have a **key concept** that represents a “big idea” relevant within and across various disciplines and subjects. Each subject area will develop **related concepts** that promote higher order learning.

Purpose of Assessment

Assessment in the IB MYP is integral to all teaching and learning and should support the principles of the MYP through the encouragement of best practice. Assessment in the MYP aims to support and encourage positive student learning, promote a deep understanding of subject content and the development of higher-order thinking, and reflect the international-mindedness and holistic nature of the program.

Teachers will work to organize continuous assessment over the course of the program according to specified assessment criteria that correspond to the objectives of each subject. Teachers are responsible for structuring varied and valid assessment tasks that allow students to demonstrate achievement according to the objectives for each subject. Teachers use the Ontario Curriculum to guide them in the development of each unit. The Ontario Curriculum is taught and assessed based upon the IB MYP Criteria.

Students will complete and submit all assignments. Students will be informed of the due date; teachers may assign an ultimate deadline for each assignment.

The following strategies will help students complete assignments:

1. Record and check due dates for assignments in the **school agenda or cell phone**
2. Seek **extra help** from a teacher if student does not understand the assignment
3. Contact a peer tutor
4. Contact a homework buddy

In addition,

5. The teacher may contact parents/guardians

*Note: Please see a student agenda for more details on assessment and evaluation.

For more information about the MYP programme in general, visit:

www.ibo.org

For more information about Windfields’s MYP programme, contact:

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