

Inquiry in the MYP



With an update on MYP implementation at HIS

Jessica Pechhold - Secondary Vice Principal
Annie Levasseur - MYP Coordinator

27 October
2017

Update on MYP implementation



- HIS is in its candidacy phase for the Middle Years Programme (grades 6-10)
- Consultant visit: December 5-6 2017
- Target for authorization: Semester 1 2018-19 school year

Purpose of the consultation visit

- **Consultation phase** → received advice and feedback on all aspects of MYP implementation including:
 - Building an inquiry-based curriculum for all MYP courses
 - School policies (learning diversity and inclusion, academic honesty, language, etc.)
 - Role descriptions for staff
 - School organization and communication
- **Consultation visit**
 - Opportunity for our consultant to talk to members of the school community (administration, teachers, students, parents) and to observe classes.
 - Concluded with a report

Figure 1: Stages of the consultation process

Consultant is assigned	Consultation starts	Consultation process moves forward				End of consultation period
		Remote consultation	Consultation visit	Report of the visit	Continued remote consultation	
Consultant is assigned to the school after the school receives recognition as a candidate school.	Consultant and school discuss consultation schedule and timing of the consultation visit.	Consultant maintains contact with the school as per agreed schedule to support the school in working towards meeting requirements for authorization.	Consultant conducts mandatory consultation visit.	After the consultation visit, the consultant issues a report summarizing the progress made by the school in its work towards meeting the requirements for authorization and identifying the school's preparedness to apply for authorization.	School continues working towards meeting requirements for authorization considering consultant report following the consultation visit.	Consultation process can end any time but may not extend past the submission of the <i>Application for authorization</i> . Consultant submits final update on the consultation process.

MYP Implementation Progress

2016-17 School Year

- **Re-alignment of curriculum with MYP standards**
 - Subject group overviews (published)
 - MYP unit planners
 - English Language Acquisition & Design courses
 - Begin Personal Project
- **Revise assessment procedures & reporting**
 - Revise semester reports to reflect assessment criteria
 - Ensure variety of assessments across the curriculum
- **School-wide policies**
 - Expand assessment policy to include MYP & PYP
 - Begin Learning Diversity & Inclusion Policy

2017-18 School Year

- **Appointment of MYP coordinator**
- **School-wide policies**
 - Revise Academic Honesty policy to include MYP & DP
 - Publish all school-wide policies
- **Map Approaches to Learning skills from grade 6-12**
- **Revise Curriculum**
 - Continue to develop & revise SGOs
 - Ensure all courses meet the aims of the MYP
 - Implement more interdisciplinary units across all grade levels

Consultation visit - draft agenda

- A draft agenda for the two days of the visit has been planned.

→ We are looking for parent volunteers to attend a meeting with our consultant on **Tuesday 5 December between 3:00 and 4:00 pm**

- The purpose of this meeting is to discuss the impact of MYP implementation on students and the school community

Questions?

Do you have any questions concerning HIS's MYP candidacy or the upcoming consultation visit?



Inquiry in the MYP

...

Objectives

- Explain inquiry based learning and its impact on student learning

Inquiry based learning:

- What it is
- Why we do it

Activity: KWL

What do you already **know** about learning through inquiry?

What do you **want** to know? What seems **worrisome**?

(After this workshop) What have you **learned**?

IB Inquiry Cycle

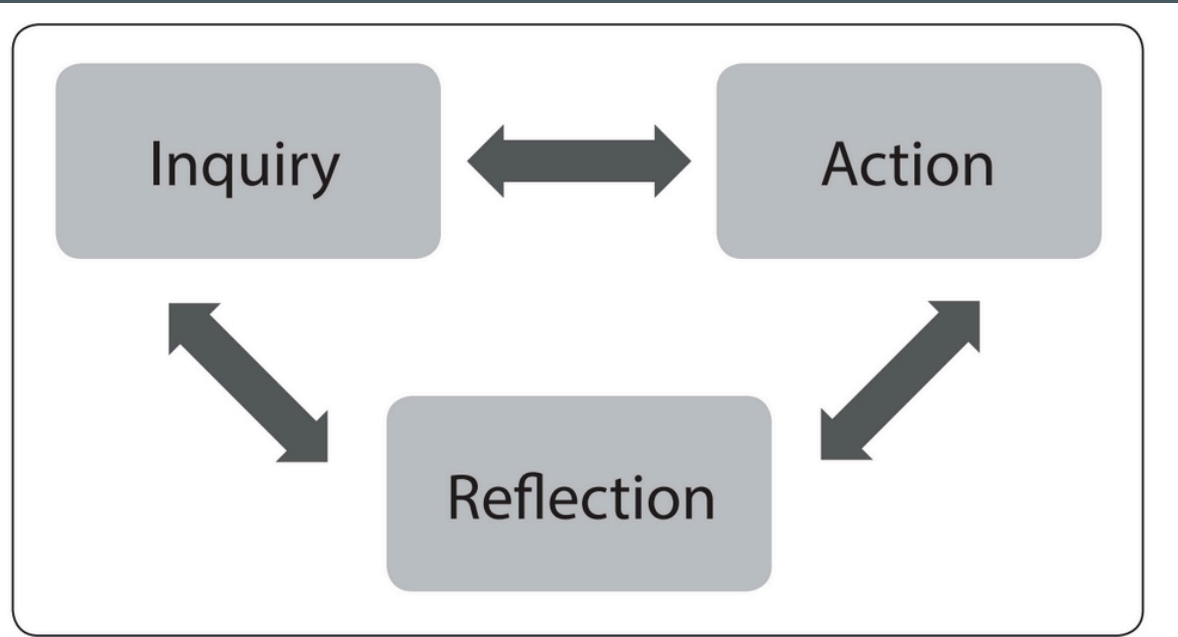


Figure 2

IB Philosophy on Inquiry

“Sustained inquiry frames the written, taught and assessed curriculum in IB programmes. IB programmes feature structured inquiry, drawing from established bodies of knowledge and complex problems. In this approach, prior knowledge and experience establish the basis for new learning, and students’ own curiosity, together with careful curriculum design, provide the most effective stimulus for learning that is engaging, relevant, challenging and significant.” (*MYP From Principles into Practice, 2014*)

What does this look like in the classroom?

Students are presented with a situation, problem or concept to investigate.

Prior subject knowledge and experience applied to the new context.

Teachers & students develop questions to investigate; develop new skills & knowledge.

**Learning tasks are engaging and concept based.
Students create meaningful connections with new knowledge and skills.**

Outcomes for students

Students...

- share control of the decision-making process in the classroom
- making choices and playing an active role in the learning process
- explore, experiment, analyze and discover on their own
- engage in learning that benefits from diversity and individual input
- develop learning processes that go beyond memorization of facts
- learn from challenging, realistic and relevant examples.

-IBO: MYP coordinator support material

Examples of inquiry-based learning

Investigations

Research projects

Discussion questions

Thinking routines

MYP Research

IBO, “Key findings from research on the impact of the IB MYP”

In **China, Hong Kong, India, Indonesia and Japan**, researchers compared the **DP outcomes** achieved by students who completed their middle years studies in the MYP, a state or national curriculum, or another international programme. Former MYP students performed significantly better than non-MYP students in the total DP points earned (table 2), as well as in subject exams in language and literature, language acquisition, individuals and societies and mathematics. The MYP students also reported using higher-order thinking skills, such as critical thinking and analytical skills, more frequently than the non-MYP students (ACER 2015).

Programme type	N	Mean (Total exam points)	p
MYP	408	32.64	.00
Others	115	30.47	

Table 2. Mean final DP scores for students according to middle years programme type and significance test.

Connections between inquiry based learning to

Extended Essay	Theory of Knowledge	Internal Assessments
<p>Students must develop an original research question on a topic of personal interest or global significance.</p>	<p>Students must develop a “knowledge question” to investigate a concept across different areas of knowledge.</p>	<p>Students explore topics of interest in depth in each course based on the methods of the discipline.</p>
<p>Task: Conduct research and answer the research question in a 4,000 word essay.</p>	<p>Task: Develop a presentation that explores the issue through a variety of examples and perspectives.</p>	<p>Task: Students must select topics and design research questions or procedures for each IA.</p>
<p>Outcome: Students engage in research at a critical level and make connections between concepts in their research.</p>	<p>Outcome: Students synthesize and justify the implications of their findings across a variety of situations relevant to the concept.</p>	<p>Outcome: Students develop an understanding of the methods of each discipline and understand how they are used to construct knowledge.</p>

Inquiry in the MYP assessment criteria

The MYP assessment criteria across subject groups can be summarized as follows.

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

Activity

Examine each example of inquiry based learning. Check the student outcomes met by each activity:

- share control of the decision-making process in the classroom
- making choices and playing an active role in the learning process
- explore, experiment, analyze and discover on their own
- engage in learning that benefits from diversity and individual input
- develop learning processes that go beyond memorization of facts
- learn from challenging, realistic and relevant examples.

Sample activities from teachers.