



BISHOP MACKENZIE INTERNATIONAL SCHOOL



We are a diverse and welcoming community in a joyful learning environment that promotes well-being, sustainability, and inclusivity and celebrates growth as success.

MYP

An introduction

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Mission



BISHOP MACKENZIE INTERNATIONAL SCHOOL



We are a diverse and welcoming community in a joyful learning environment that promotes well-being, sustainability, and inclusivity and celebrates growth as success.



To develop internationally minded people who, recognising their common humanity and shared guardianship of the planet, help to create a better and more peaceful world.

**What was your
education like?**

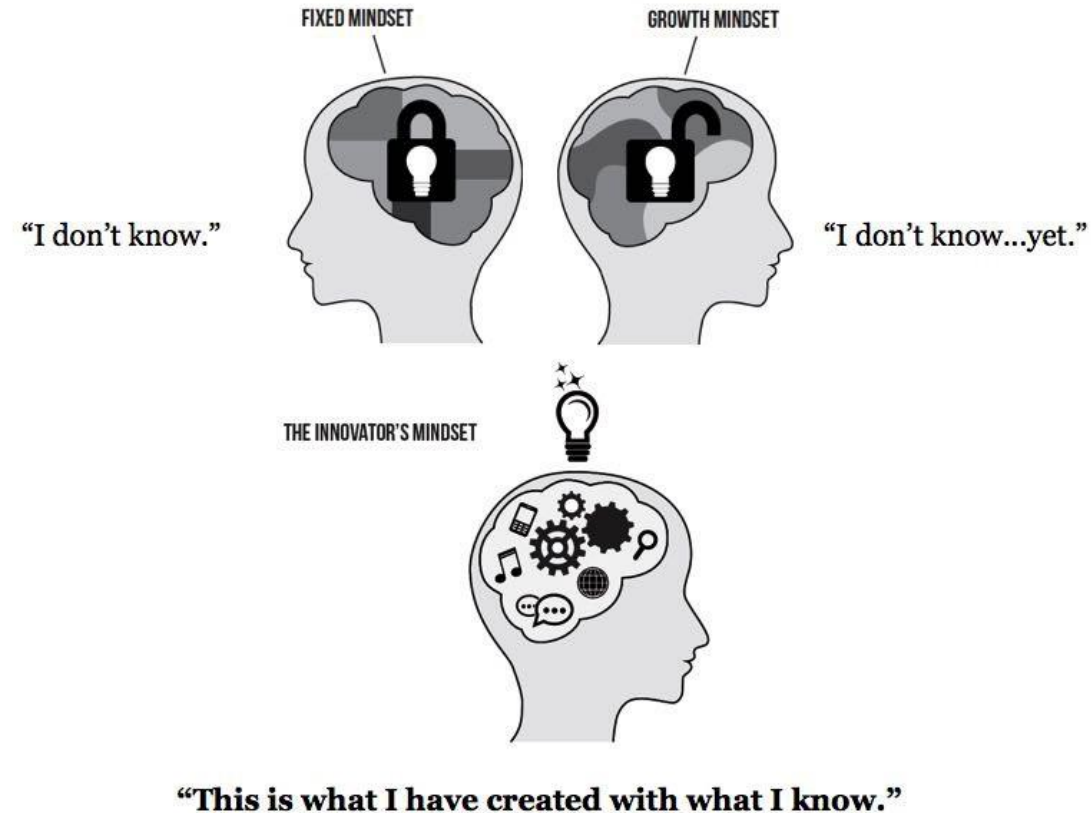


“In this new narrative, learning ceases to focus on consuming information or knowledge that’s no longer scarce. Instead, it’s about asking questions, working with others to find the answers, doing real work for real audiences, and adding to, not simply taking from, the storehouse of knowledge that the Web is becoming. It’s about developing the kinds of habits and dispositions that deep, lifelong learners need to succeed in a world rife with information and connections.”

- Will Richardson (Modern Learning)

“The world only cares about — and pays off on — what you can do with what you know (and it doesn’t care how you learned it). And in an age when innovation is increasingly a group endeavor, it also cares about a lot of soft skills — leadership, humility, collaboration, adaptability and loving to learn and re-learn. ”

- Thomas Friedman



What do you hope for your children?

What matters most in education?

What skills do you want your children to develop?

What qualities do you want your children to develop?

DISCUSSION

Why the MYP?



IB learner profile: helping all members of the school community learn to respect themselves, others and the world around them. Inquirers; knowledgeable; thinkers; communicators; principled; open-minded; caring; risk-takers; balanced; reflective - the attributes that work together to make us internationally minded.

Approaches to learning: helping students learn how to learn by developing skills for research, critical and creative thinking, communication, collaboration, and self-management

Conceptual understanding: helping students explore big ideas that reach beyond national and cultural boundaries

Contextual learning: helping students understand the relevance and importance of their study

Service as action: helping students become caring members of the community who act to make a positive difference to the lives of others and to the environment

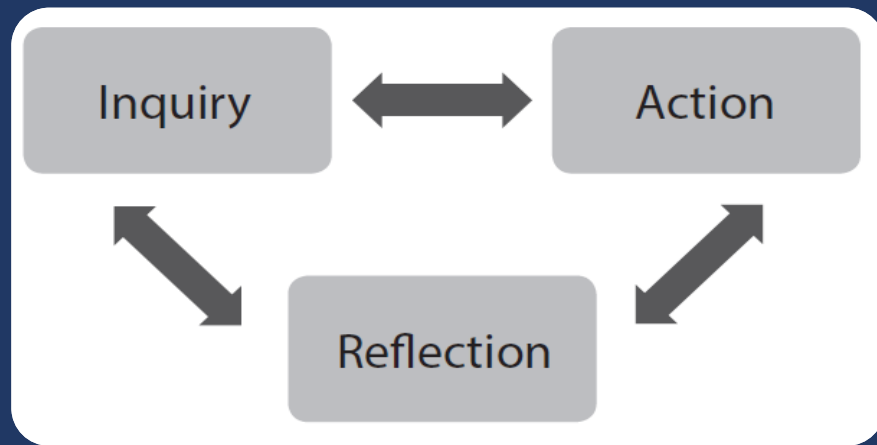
DISCUSSION

How do we like learning?

What does learning look like when we do it?



Learning in the MYP



Learning in the MYP is “a cycle of inquiry, action and reflection – an interplay of asking, doing and thinking” (IBO, 2019, p. 6)

INQUIRY

Students actively participate and engage in their learning where they are supported to ask questions and challenge assumptions.

Students investigate open-ended questions, which can result in taking multiple and diverse directions

ACTION

Students act at home, as well as in classrooms, schools, communities and the broader world.

Students learn by doing, enhancing learning about self and others.

Students make responsible choices

Students are advocates of themselves and others

REFLECTION

Students analyse their own thinking and effort

Students manage and evaluate their own learning

Students are conscious of bias and inaccuracy in the work of others

A group of four students in white lab coats and face masks are gathered around a table, working with a green tray containing a biological specimen. They are wearing gloves and appear to be in a laboratory or classroom setting. The text 'Our students are...' is overlaid on the image.

**Our students
are...**

**Inquiring
Researching
Finding solutions
Asking questions
Collaborating
Challenging ideas
Sharing opinions
Negotiating and constructing learning
Thinking critically and creatively
Transferring learning
Developing independence**

How can you help?

“If you think about a young child trying to learn to walk, that child will fall down and hurt itself hundreds of times. But at no point does that child ever stop and think, “Oh, I guess walking just isn’t for me. I’m not good at it.”

Avoiding failure is something we learn at some later point in life.

At some point, most of us reach a place where we’re afraid to fail, where we instinctively avoid failure and stick only to what is placed in front of us or only what we’re already good at.

This confines us and stifles us.

We can be truly successful only at something we’re willing to fail at. If we’re unwilling to fail, then we’re unwilling to succeed.”

- Mark Manson

Recognise that we aren’t born with fixed abilities
Recognise that our abilities grow over time as we learn from mistakes and repeat processes
Value the process
Encourage risks
Promote positive self talk
Reflect on and learn from failure
View challenges as opportunities
Celebrate growth as success



The purpose of assessment

TO SUPPORT AND ENCOURAGE STUDENT LEARNING

- To help ascertain what learners know (knowledge), understand (understanding) and can do (skills).
- To provide opportunities for reflection between students, teachers, and parents as partners in the learning process
- To inform, enhance, and improve the teaching and learning process
- To provide feedback to promote individual student growth.
- To empower students and promote positive attitudes towards learning

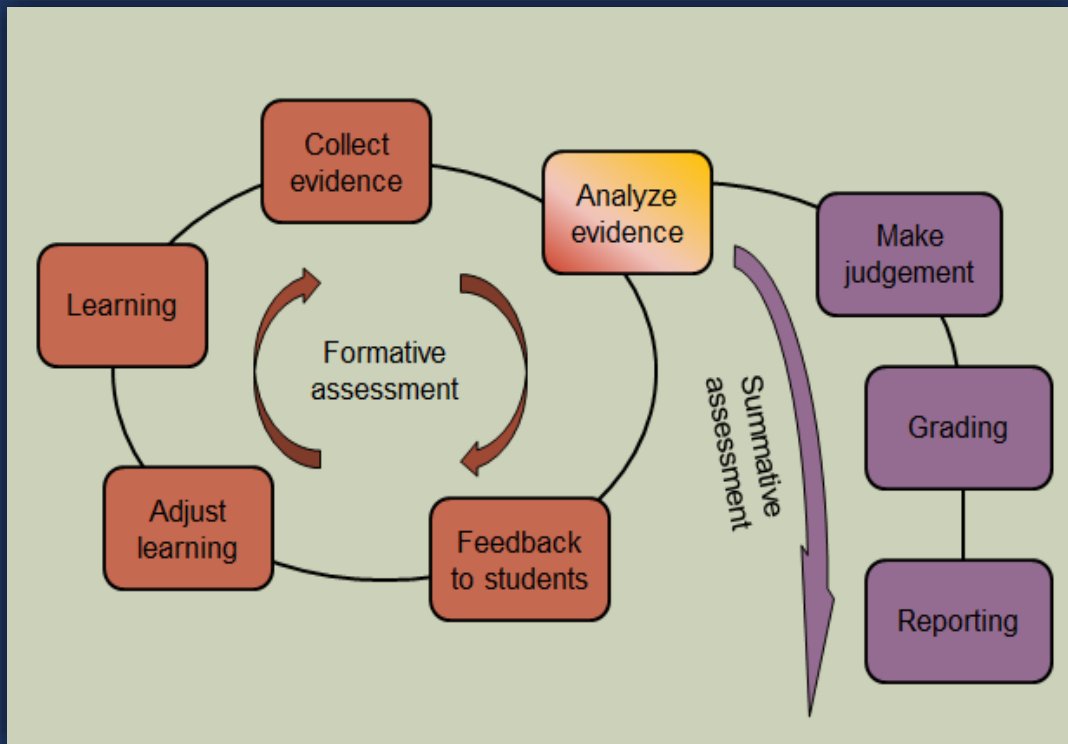
TO PROVIDE REAL-WORLD AUTHENTIC OPPORTUNITIES

- To prepare our students beyond the classroom

TO INFORM PARENTS

- To help you understand your child's learning, growth, success, and areas for continued improvement

Formative and Summative



“Nobody ever grew taller by being measured.”

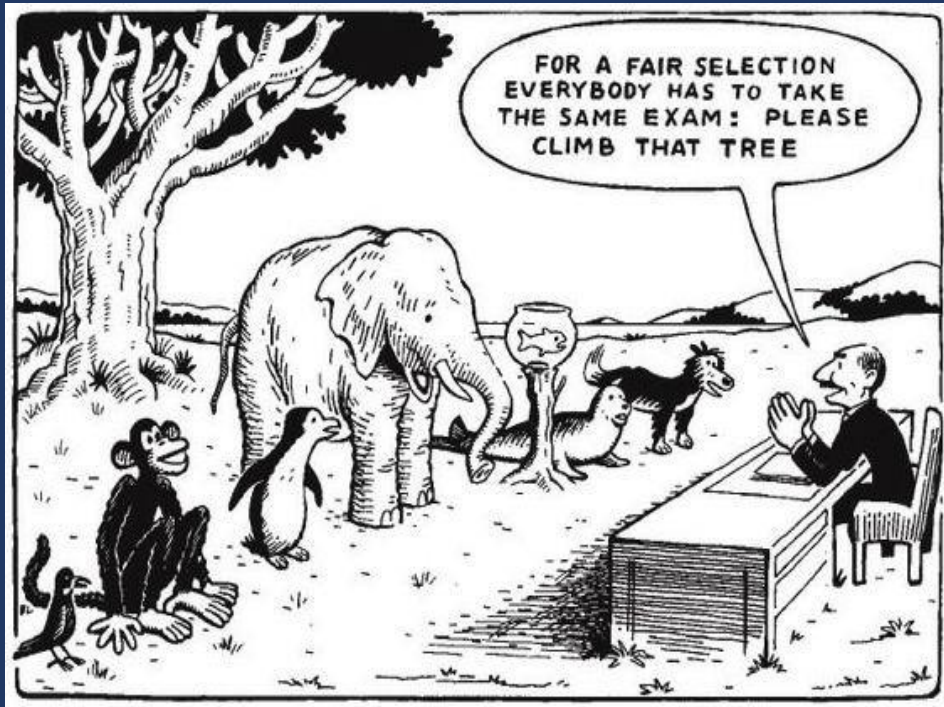
FORMATIVE: Teachers gather, analyse, and interpret evidence to improve student learning. What can this look like?

- Observations
- Classwork
- Homework
- Quizzes
- Journal
- Student peer assessment
- Self assessment

SUMMATIVE: Evaluating student achievement using the MYP subject specific criteria. What does this look like?

- Measures what students know and can do
- Task sheet and criteria
- Grade (ManageBac)
- Reporting

Assessment types



Performance
Documentary
Report
Design
Investigation
Essay
Plan
Coaching
Speech
Lab
Model
Test/examination
Justification
Presentation
Journal
Analysis
Experiment
Debate
Composition
Creative writing
Proposal

How are students supported?

The assessment criteria are given with the task.

Summative assessment tasks have an accompanying task sheet that clearly outlines the task and steps.

Learning in class builds towards the summative assessment.

Time is often given in class to work on summative assessments

Teachers scaffold learning and work. They provide exemplars/ models and writing frames.

How is consistency ensured?

CRITERIA

Each subject in the MYP has a set of criteria, which is used globally.

TASK SPECIFIC CLARIFICATIONS

Teachers clarify the expectations of each task and discuss what is required to be successful.

STANDARDISATION

Each department has standardisation procedures to ensure that each assessment task is marked in a similar manner

What information do you receive?

Summative assessment task sheets and grades are on ManageBac.

A full academic report is issued in January and June with level of achievements for each criterion in each subject and comments (available on ManageBac).

Parent/teacher conferences are held twice a year (October and February).

Teachers are available throughout the year - please reach out directly.



ManageBac

Students

- Track deadlines and important dates
- (Re)view task sheets
- Upload assessment
- Access class materials
- View messages (homework and other notes/updates)
- Track their progress
- Record service as action

Parents

- Curriculum
- Calendar
- Messages
- Grades
- Reports
- Attendance
- Update contact details

Teachers

- Curriculum and resources
- Messages
- Assessment and calendar
- Receive assessment

You can download the app from your app store

How can you help?



Remember that learning is a journey

Keep track of assessment deadlines

Have a quiet place for your child to work at home that allows you to keep an eye on their focus.

Review the e-planner and ManageBac together to keep up to date with your child's organisation and progress.

Reflect on the mid-year and end of year reports discussing and celebrating growth, strengths, and goals

Maintain open lines of communication with your child's teachers

Ensure that your son/daughter has access to a laptop (with enough storage space) and internet