



**IB Middle Years Programme  
Parent Handbook  
2021-2022**

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**Dear Parents, Guardians and Students,**

The purpose of this booklet is to enable you to better understand the MYP framework and the courses we proudly offer at the IST. We hope that the information inside will help you understand the curriculum of Middle Years Programme. You will find an overview of the main information of the MYP Programme in this document. Over the last past 25 years the MYP has aimed to develop active learners and internationally minded young people who can empathize with others and pursue lives of purpose and meaning.

This program aligns with the IST mission and vision and empowers students to inquire into a wide range of issues and ideas of significance locally, nationally and globally. Aligning with our strategic plan, the MYP helps students to become creative, critical and reflective thinkers.

Schools choose to the MYP because Research shows that it offers students the opportunity to:

- Learn by doing, connecting the classroom to the larger world
- Consistently have greater success in IB Diploma Program examinations
- Develop an understanding of global challenges and a commitment to act as responsible citizens (Adapted from "About the MYP")
- Build confidence in managing their own learning

We welcome any feedback about the usefulness of this booklet, please contact me with any suggestions or comments.

All the best,

Director,

Mr. Olavi Otepalu

## **What is an IB Education?**

It is a non-profit educational and non-governmental (NGO) organization that was established in 1968 in Geneva, Switzerland. The IBO offers four Programmes of international education for students aged 3 –19 years:

- The Primary Years Programme (PYP) for 3–12-year-olds.
- The Middle Years Programme (MYP) for 11–16-year-olds.
- The Diploma Programme (DP) for 16–19-year-olds.
- The Career-related Programme (CP), also for 16–19-year-olds.

### **IB Mission Statement**

The International Baccalaureate 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 organization 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.

## Learner Profiles



## IB learner profile

The aim of all IB programmes is to develop internationally minded people who, recognizing their common humanity and shared guardianship of the planet, help to create a better and more peaceful world.

As IB learners we strive to be:

### INQUIRERS

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

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

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

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

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

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

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

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

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

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.

The IB learner profile represents 10 attributes valued by IB World Schools. We believe these attributes, and others like them, can help individuals and groups become responsible members of local, national and global communities.



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### **IST Mission Statement**

IST mission is to support the holistic development of every individual to become responsible global citizens and independent life-long learners by providing a rigorous inquiry and multicultural learning environment.

### **Our Promise**

To foster a desire for lifelong learning through academic rigor and a network of global citizens. To create a global community that values inquiry, critical and creative thinking, open and entrepreneurial mindedness, and acts with tolerance and compassion.

### **IST Vision Statement**

A cohesive community of students in grades 1-12, faculty, staff, parents, and alumni.

An outstanding faculty that is continually embracing best pedagogical practices.

Enhanced knowledge and skills in math, science, and technology— preparing students for a changing technological future.

Students who strive to become entrepreneurial leaders in their desired fields.



### **IST - Middle Years Programme.**

The International Baccalaureate (IB) Middle Years Programme (MYP) at International school of Tallinn aims to meet the educational needs of students between the ages of 11 and 16. The young minds at this crucial stage require an engaging and holistic curriculum that is relevant to important real-world issues from personal to global perspectives. They are encouraged to become experts in learning and their ability to locate, process, critically evaluate and communicate information is enhanced. The MYP programme focusses on the ability of the students to draw the connection between the traditional subjects and the real world. The programme also develops the skills that are needed essentially, some of them being communication skills, intercultural understanding and global engagement. The MYP aims to help students develop their personal understanding, their emerging sense of self and responsibility in their community. The IB MYP also relies on connecting classroom pedagogical practices and content to the world outside through the Global Contexts and the Learner Profile. The IB MYP prepares students for the IB Diploma Programme, which provides a balanced education, facilitates geographic and cultural mobility and promotes international understanding.



The MYP: a unique approach, relevant for today's global society

The MYP aims to help students develop their personal understanding, their emerging sense of self and responsibility in their community. School organizes the curriculum with appropriate attention to:

**Teaching and learning in context.** Students learn best when their learning experiences have context and are connected to their lives and the world that they have experienced. Using global contexts, MYP students explore human identity, global challenges and what it means to be internationally minded.

**Conceptual understanding.** Concepts are big ideas that have relevance within specific disciplines and across subject areas. MYP students use concepts as a vehicle to inquire into issues and ideas of personal, local and global significance and examine knowledge holistically.

**Service as Action: (learning by doing and experiencing)** and service have always been shared values of the IB community. Students take action when they apply what they are learning in the classroom and beyond. IB learners strive to be caring members of the community who demonstrate a commitment to service—making a positive difference to the lives of others and to the environment. Service as action is an integral part of the programme, especially in the MYP community project.

**Language and identity:** MYP students are required to learn at least two languages. Learning to communicate in a variety of ways is fundamental to their development of intercultural understanding and crucial to their identity affirmation.



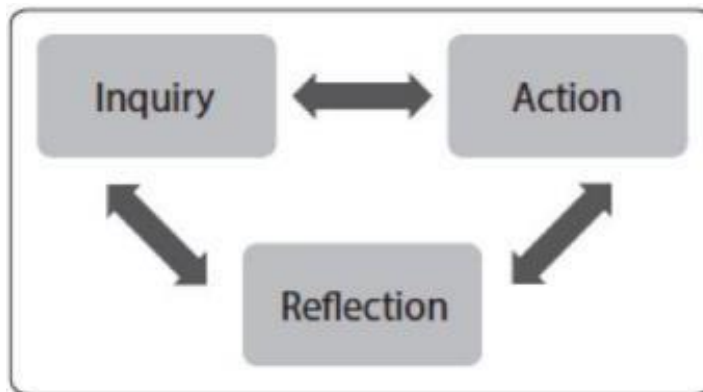


**Approaches to learning (ATL).** A unifying thread throughout all MYP subject groups, approaches to learning provide the foundation for independent learning and encourage the application of their knowledge and skills in unfamiliar contexts. Developing and applying these skills help students learn how to learn. There are ten Approaches to Learning skills that are organized into 5 clusters. These are explained below:

Communication	I. Communication Skills	
	Exchanging thoughts, messages and information effectively through interaction	How can students communicate through interaction?
	Reading, writing and using language to gather and communicate information	How can students demonstrate communication through language?
Social	II. Collaboration skills	
	Working effectively with others	How can students collaborate?
Self-management	III. Organisation skills	
	Managing time and tasks effectively	How can students demonstrate organisation skills?
	IV. Affective skills	
	Managing state of mind	How can students manage their state of mind?
	<ul style="list-style-type: none"> <li>• Mindfulness</li> <li>• Perseverance</li> <li>• Emotional management</li> <li>• Self-motivation</li> <li>• Resilience</li> </ul>	
	V. Reflection skills	
	(Re)considering the process of learning; choosing and using ATL skills	How can students be reflective?
Research	VI. Information literacy skills	
	Finding, interpreting, judging and creating information	How can students demonstrate information literacy?
	VII. Media literacy skills	
	Interaction with media to use and create ideas and information	How can students demonstrate media literacy?
Thinking	VIII. Critical thinking skills	
	Analysing and evaluating issues and ideas	How can students think critically?
	XI. Creating thinking skills	
	Generating novel ideas and considering new perspectives	How can students be creative?
	X. Transfer skills	
	Using skills and knowledge in multiple contexts	How can students transfer skills and knowledge across disciplines and subject groups?

### Approaches to teaching:

The MYP pedagogy, which includes the collaborative learning through inquiry. This is a constructivist's approach where there is an interplay between asking (inquiry), doing (action) and thinking (reflection). This leads towards an open classroom where different views and perspectives can be valued.

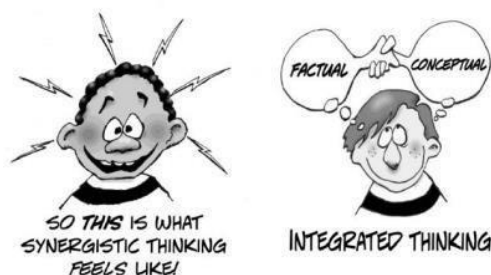


### Concepts:

Concepts are the 'big ideas' and they are mental constructs that are timeless, universal and abstract. They promote the higher levels of thinking. Concepts represent a vehicle for student inquiry into issues and ideas of personal, local and global significance, providing the means by which the essence of a subject can be explored.

### Research on a concept-based curriculum has shown that:

- a) this creates connections to prior experience and finds relevance synergistically
- b) works with factual level of knowledge to develop the intellect
- c) creates deeper understanding at the factual and conceptual levels
- d) recognizes the transferability of knowledge
- e) becomes the springboard for inspiration and action



**In the MYP program there are prescribed key concepts and related concepts.**

These concepts ensure the development of a rigorous curriculum and promote a shared community of practice among IB schools offering the MYP:

**16 Key Concepts** – These concepts can be related to all subject groups in the MYP.

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These concepts can be related to all subject groups in the MYP.

Aesthetics	Change	Communication	Communities
Connections	Creativity	Culture	Development
Form	Global Interactions	Identity	Logic
Perspective	Relationships	Time, place and space	Systems

**Related Concepts:**

Each subject group has suggested concepts that are specifically related to the subject. These have been assigned by the IB and are used to help develop units of inquiry.

**Global contexts:**

Subject content is taught through the Global Contexts. These are perspectives or themes that are designed to encourage the students to make worthwhile connections between the real world and classroom learning. Teaching and learning in the MYP involves understanding concepts in context. These contexts were chosen to:

- a) Align with the PYP trans-disciplinary themes
- b) Encourage international mindedness and global engagement within the program
- c) Provide concrete perspectives for teaching and learning

The Global Contexts are utilized as a common point for inquiries into what it means to be internationally minded, framing a curriculum that promotes multilingualism, intercultural understanding and global engagement. These contexts build on the powerful themes of global significance that structure teaching and learning in Primary Years Program creating relevance for our adolescent learners.

PYP Trans-disciplinary Theme	MYP Global Contexts	Focus Questions in MYP
Who are we	Identities and Relationships	Who am I? Who are we?
Where we are in place and time	Orientation in space and time	What is the meaning of where and when?
How we express ourselves	Personal and cultural expression	What is the nature and purpose of creative expression?
How the world works	Scientific and technical innovation	How do we understand the world in which we live?
How we organise ourselves	Globalisation and sustainability	How is everything connected?
Sharing the planet	Fairness and Development	What are the consequences of our common humanity?

When teachers select a global context for learning, they are answering the following questions:

- Why are we engaged in this inquiry?
- Why are these concepts important?
- Why is it important for me to understand?
- Why do people care about this topic?







## Orientation in Space and Time

*What is the meaning of “when” and “where”?*

Students will explore personal histories; homes and journeys; turning points in humankind; discoveries; explorations and migrations of humankind; the relationships between, and the interconnectedness of individuals and civilizations, from personal, local and global perspectives.



## Identities and Relationships

*Who am I? Who are we?*

Students will explore identity; beliefs and values; personal, physical, mental, social and spiritual health; human relationships including families, friends, communities and cultures; what it means to be human.



## Scientific and Technical Innovation

*How do we understand the worlds in which we live?*

Students will explore the natural world and its laws; the interaction between people and the natural world; how humans use their understanding of scientific principles; the impact of scientific and technological advances on communities and environments; the impact of environments on human activity; how humans adapt environments to their needs.



## Globalisation and Sustainability

*How is everything connected?*

Students will explore the interconnectedness of human-made systems and communities; the relationship between local and global processes; how local experiences mediate the global; reflect on the opportunities and tensions provided by world interconnectedness; the impact of decision-making on humankind and the environment.



## Personal and Cultural Experience

*What is the nature and purpose of creative expression?*

Students will explore the ways in which we discover and express ideas, feelings, nature, culture, beliefs and values; the ways in which we reflect on, extend and enjoy our creativity; our appreciation of the aesthetic.



## Fairness and Development

*What are the consequences of our common humanity?*

Students will explore rights and responsibilities; the relationship between communities; sharing finite resources with other people and with other living things; access to equal opportunities; peace and conflict resolution.

### **Personal Project – What is it all about?**

The personal project is an important part of the MYP. Students learn to manage and direct their own inquiry and further develop the skills they have learned through the MYP. Under a teacher's supervision, each student leads the process of developing the personal project. Assessment stands as a summative review of students' ability to conduct independent work using the areas of interaction as contexts for their learning.

### **Service as Action:**

Service as Action is an integral part of the Middle Years Programme at IST. Action and service have always been shared values of the IB community. The students strive to be caring members of the global community, thereby demonstrating a personal commitment to service and making a positive difference to the lives of others and to the environment.

### **Assessment in the MYP:** Rigorous criteria, applied consistently worldwide:

MYP assessment standards are consistent around the world. In order to maintain the rigor for which the IB is renowned, the MYP assessment model is criterion related. Teachers structure varied and valid assessment tasks so that students can demonstrate achievement according to objectives defined by the IB. Tasks are assessed against established criteria, not against the work of other students. A good curriculum develops a range of student skills. The Middle Years Programme encourages teachers to assess this acquired skill set, including how to succeed in written examinations. Typical MYP assessment tasks include open-ended, problem-solving activities and investigations, organized debates, tests and examinations, hands-on experimentation, analysis and reflection. MYP assessment is carried out by teachers, according to the criteria defined by the IB.



**MYP Subject Groups:** The MYP ensures breadth and depth of understanding through study in eight subject groups. At IST, we offer three foreign language, students have a choice to select one language.

### **Year 1, Year 2 and Year 3**

Subject Group	Courses offered in IST
Language and Literature	English
Language and Acquisition	Russian, German, French
Sciences	Integrated Sciences
Individuals and Societies	Integrated Humanities
Mathematics	Mathematics
Arts	Arts and Music
Design	Design
Physical and Health Education	Physical and Health Education

### **Year 4**

Subject Group	Courses offered in IST
Language and Literature	English
Language and Acquisition	Russian, German, French
Sciences	Physics, Chemistry, Biology
Individuals and Societies	History and Geography
Mathematics	Mathematics
Arts	Arts and Music
Design	Design
Physical and Health Education	Physical and Health Education

**Years 5**

Subject Group	Courses offered in IST
Language and Literature	English
Language and Acquisition	Russian, German, French
Sciences	Physics, Chemistry, Biology
Individuals and Societies	History, Geography, Human Studies, Business and Economics
Mathematics	Mathematics
Arts	Arts and Music
Design	Design
Physical and Health Education	Physical and Health Education



## **ONGOING ASSESSMENT**

Throughout daily activities teachers and students collect evidence of what students understand and can do. This enables:

- Direct feedback into the learning process
- Helps plan future activities
- What students already understand
- Need to learn
- What learning methods are most effective for individual students.

### **Formative Assessment**

- Occurs in and outside of the classroom through a variety of methods: observations, quizzes, discussions, practice tasks, evaluation and review, and so forth.
- Is used on a regular basis to measure and assist the progress of the student
- Is used to highlight the progress of the student
- To identify his/her strengths and areas for growth and improvement.

### **Summative Assessment**

- Provides overall evidence of the student's achievements, skills, knowledge & understandings.
- Usually takes place at the end of a unit or term to show the level of achievement of the student in relation to a course's specific objectives.
- Samples of students' work are collected at various stages of teaching and learning units to demonstrate and document what students are learning and have learned.
- A broad range of student work is collected to show individual student's progress, strengths and areas for improvement.

**Homework:** In the Middle Years Programme, it is important that all students continue to develop and take responsibility for their education. Our goal is to give a balanced study environment to the students.

- Students are encouraged to submit their home assignments as per the deadline, this allows them to take more ownership of their learning and achievement.
- At IST, Students get 8 hours of average homework per week.
- Homework serves to develop regular study skills and the ability to complete those independently.
- Different types of home assignment are given, which gives them a lot of exposure.
- We aim to encourage students to develop self-management skills, and create systems to ensure students have the best chance to succeed.

### MYP Assessment Criteria:

Language and Literature	
Criteria A	Analyzing
Criteria B	Organizing
Criteria C	Producing text
Criteria D	Using language

Language and Acquisition	
Criteria A	Listening
Criteria B	Reading
Criteria C	Writing
Criteria D	Speaking

Individuals and Societies	
Criteria A	Knowing & understanding
Criteria B	Inquiring & designing
Criteria C	Processing & evaluating
Criteria D	Reflecting on the impacts of Science

Sciences	
Criteria A	Knowing & understanding
Criteria B	Investigating
Criteria C	Communicating
Criteria D	Thinking critically

Mathematics	
Criteria A	Knowing & understanding
Criteria B	Investigating
Criteria C	Communicating
Criteria D	Applying mathematics in real-life context
Art (Visual Arts, Music)	
Criteria A	Knowing & understanding
Criteria B	Developing skills
Criteria C	Thinking creatively
Criteria D	Responding

Design	
Criteria A	Inquiring & analyzing
Criteria B	Developing ideas
Criteria C	Creating the solution
Criteria D	Evaluating

Physical and health education	
Criteria A	Knowing & understanding
Criteria B	Planning for performance
Criteria C	Applying and performing
Criteria D	Reflecting and improving performance

## **Learning Management System at IST**

### MANAGEBAC

We use Managebac throughout the MYP as our online learning platform. It is accessed by students, teachers and parents alike. Managebac allows students and parents to:

- monitor and track formative and summative assessments.
- view upcoming assignments.
- Maintain and check the online Service and Action task.
- track and monitor progress with the Personal Project (in Year 10).
- track a student's academic progress by subject throughout the year.
- track and monitor a student's Approaches to Learning skills.
- access a student's school report at each of our reporting points.

Managebac allows students, parents and teachers to communicate effectively on the progress that is being made in all MYP subjects. Teachers monitor and record attendance daily. If your child is sick or has an appointment of any sort please register the absence via ManageBac. Managebac enables parents and students to view important academic deadlines on our school calendar throughout the school year. It has the benefit of being a single online site that is used to store all MYP related materials.



## **Reporting and Timeline**

At IST we follow semester system. Each student's progress is documented on a centralised management system to which parents and students have online access (ManageBac). Feedback on summative assessments is posted on ManageBac for each subject. IST issues report in which all the teachers include achievement levels for mid-term progress and grades at the end of each semester.

MYP Grades Based on the achievement levels from the four assessment criteria, the holistic grade is determined as a number out of 32 from which a grade from 1-7 is derived, with 1 as the lowest and 7 being the highest possible grade. Teachers adopt a 'best-fit' model when using the achievement level descriptors. If a student demonstrates sufficient characteristics from a given band, the student will be awarded an achievement level that reflects the collected evidence of learning "To inform the final achievement level in each criterion, teachers must gather evidence from a range of assessment tasks to enable them to make a professional and informed judgement" (From Principles to Practice, P92). For more information please check schools Assessment policy.

**Further Information:**

Much of this information is extracted from the IB MYP subject guides From Principles into Practice and the MYP: Assessment. For more information about how the programme is structured, the aims and philosophy of the programme and the assessment process, visit the IB website

**References:**

IBO.org

Al Rayan School, Sharjah

Aarhus International School, Denmark

Shristi International School, India

Kuwait Bilingual School, Kuwait

Genesee Academy, United States

Trondheim International School, Norway