



**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?**

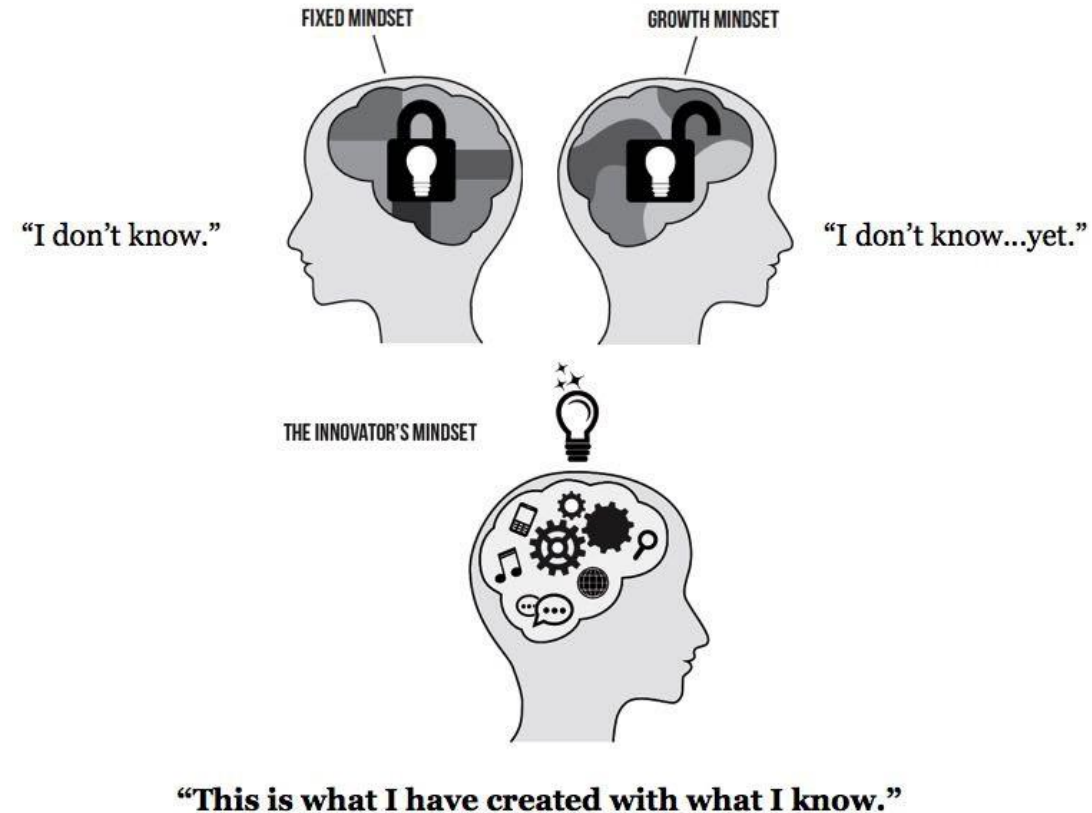


*“In this new narrative, learning ceases to focus on consuming information or knowledge that’s no longer scarce. Instead, it’s about asking questions, working with others to find the answers, doing real work for real audiences, and adding to, not simply taking from, the storehouse of knowledge that the 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



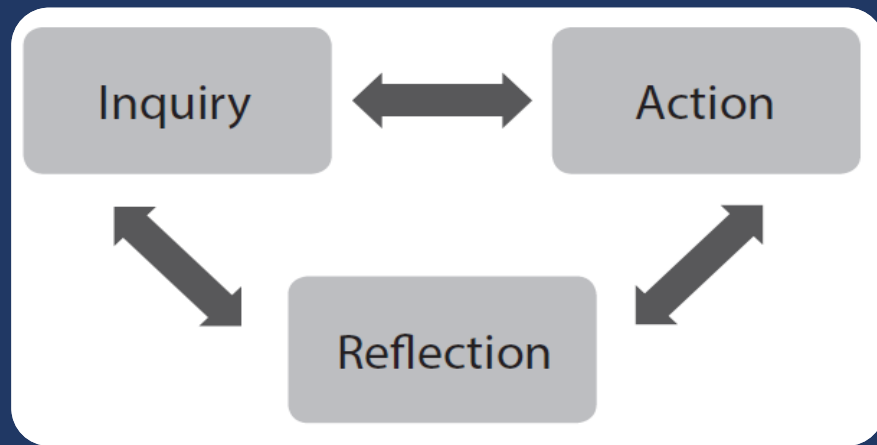
# DISCUSSION

How do we like learning?

What does learning look like when we do it?



# Learning in the MYP



## 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 biological specimens. They are wearing gloves and appear to be in a laboratory 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  
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

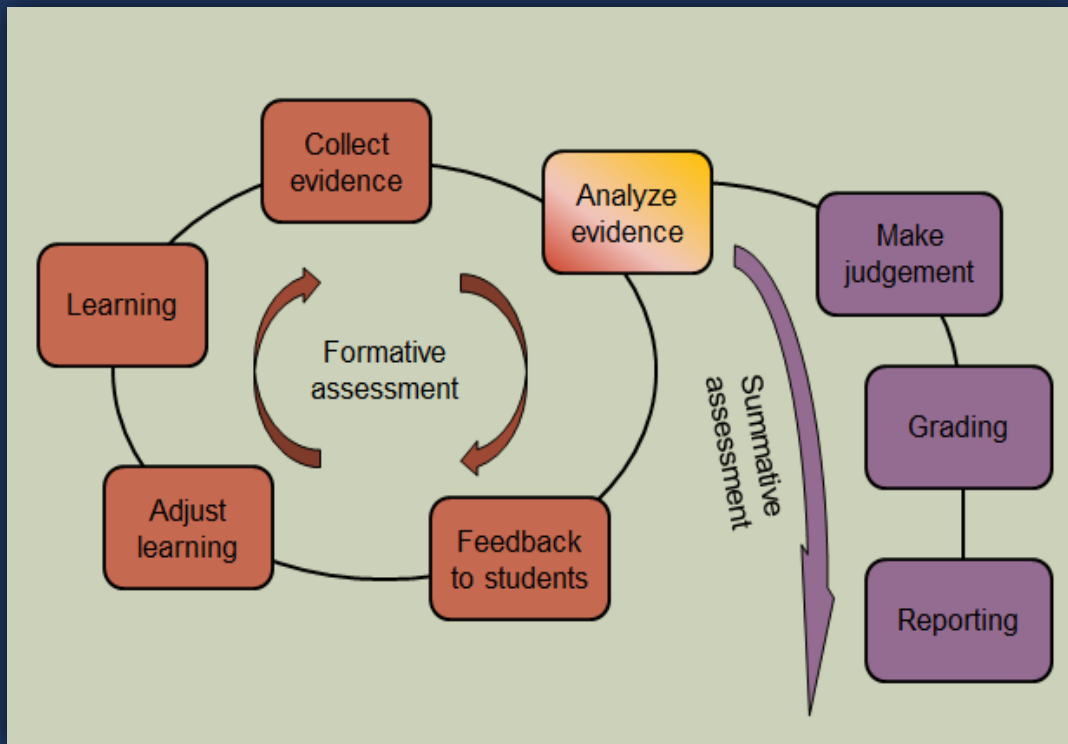
## **TO PROVIDE REAL-WORLD AUTHENTIC OPPORTUNITIES**

- 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.”

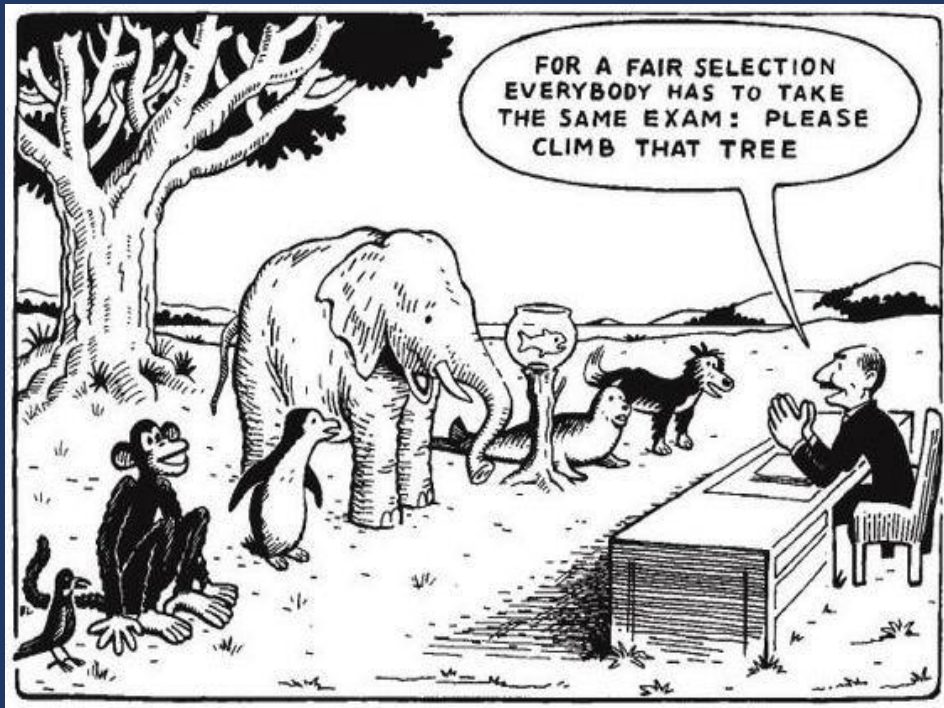
**FORMATIVE:** Teachers gather, analyse, and interpret evidence to improve student learning. What can this look like?

- 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 and internet