



2015 onwards



QAIS



Beach Sculpture: James Abbott Photograph: Mark Brierley

## Qingdao Amerasia International School Staff Handbook for the MYP



Fushan: German defensive tunnels Photograph: Chris Cronin

**‘The only way to make sense out of change is to  
plunge into it, move with it, and join the dance.’**

**Alan Watts (Philosopher)**


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### Please contribute

Please consider this a living document. It can only grow and be useful to us all if you contribute to it by suggesting new content which is relevant, correcting errors and pointing out where information is outdated and needs to be removed.

Thank you,




Commonwealth English version.

US version coming soon. :P

# IB Programme Values

## MYP Faculty Handbook



### QAIS Mission, Vision & Values

*Committed to a better world through education*

#### QAIS Mission Statement (QMS)

QAIS aims to inspire a lifelong love of learning through a holistic, child-centred, inquiry-based approach. By embracing each student's diverse needs, learning styles, and strengths, we strive to develop courageous global citizens who help to create a more peaceful world through community action, intercultural understanding, and respect for all life.

#### QAIS Vision (QVIS)

To cultivate an inclusive and vibrant community that promotes knowledge, creativity, independent thinking and mutual respect in a nurturing and safe environment.

#### QAIS Core Values (QCV)

*Academic Excellence:* We embrace academic excellence, guiding our children's innate curiosity and encouraging joy in learning.

*Independence and Imagination:* We foster independent thinking and spark imagination, inspiring our children to become the leaders of tomorrow.

*Peace and Respect:* We instill respect for self, respect for one another, and respect for our planet, enhancing prospects for peace.



**Stimulate the Mind, Touch the Heart, Nurture the Spirit**



# QINGDAO AMERASIA INTERNATIONAL SCHOOL

Inspiring a lifelong love of learning.

## QAIS Mission Statement

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# Our IB mission

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.



### IB Mission Statement

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### IB World School expectations

As an IB World School QAIS:

- is committed to the IB philosophy with a focus on international-mindedness
- is expected to implement a rigorous, comprehensive curriculum encouraging student curiosity and inquiry
- is required to train teachers, leaders, and support staff in the IB programme and philosophy
- must have a school leadership and administrative structures that serve and support our IB programmes
- must have a comprehensive plan for implementation and sustainability of our IB programmes.

### MYP and IB World School Status

The status of IB World School is given to any school that fulfills the requirements of one or more of the four IB programmes. QAIS is authorised to deliver the IB Primary Years Programme (IBPYP), the IB Middle Years Programme (IBMYP) and IB Diploma Programme (IBDP) and is therefore an IB World School.

QAIS is entitled to use the IB World School logo in publicity material and school documentation, it may only do so within the context of the programmes we offer, or generic IB materials (such as the IB learner profile). There are also rules concerning the use of the logo which also need to be stringently adhered to. In particular, the IB World School logo must not be placed in close proximity to other logos, images or words and only the trilingual logo should be used from now on.

The Middle Years Programme logo may be used on any written or digital materials related to the IBMYP.

More information can be found at: <http://www.ibo.org/>



### Knowing and understanding

*What's the difference?*

Fundamentally, the MYP philosophy can be reduced to considering the difference between knowing stuff and understanding. Traditional courses (including to some extent the IB Diploma) often rely considerably on knowing a lot, but not necessarily understanding what you know. A typical example of testing knowing would be a multiple choice test mainly because multiple choice questions are extremely difficult to write to test understanding. Multiple choice tests are almost exclusively about content recall, recognition, comprehension and identifying things so that often not even content is being tested as logic can be used to eliminate the most inappropriate responses thereby making incorrect responses less likely.

*Conceptual understanding*

The MYP is based on students developing a conceptual and contextual understanding. This understanding is complex, transferrable, sophisticated and cross-disciplinary, but it can only develop when teachers deliver conceptual curricula. "Knowledge provides the foundation and support for deeper, conceptual thinking. Teachers ensure that assessment includes understanding and application of the prescribed concepts."

Conceptual understanding in the IBMYP is closely related to the work of Wiggins and McTighe rather than Bloom *et al.* (although to be fair to Bloom *et al.* it never originally included understanding and comprehension was changed to understanding when it was revised by Anderson and Krathwohl).

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

The 16 MYP key concepts that reach beyond the key concepts from the 8 subject groups.

#### Further reference

Overview of Bloom's original taxonomy [http://www.icels-educators-for-learning.ca/index.php?option=com\\_content&view=article&id=52&Itemid=67](http://www.icels-educators-for-learning.ca/index.php?option=com_content&view=article&id=52&Itemid=67)

Grant Wiggins, 2012, IBAEM Regional Conference <https://vimeo.com/iboorg/review/53933572/ac28bd7357>

Revised Bloom's taxonomy <http://thesecondprinciple.com/teaching-essentials/beyond-bloom-cognitive-taxonomy-revised/>

MYP: From Principles to Practice (Published May 2014 Updated September 2014) pp.15-16



# 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.

## COURAGEOUS

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.

### IB learner profile

*The learner profile underpins all teaching and learning within the MYP*

The IB learner profile is part of our IB core value system. The IB learner profile is applied across all IB programs and is part of the IB continuum of learning. It represents the IB Mission Statement in action. As teachers, we should model the profile, expect students to explore and develop the attributes expressed in the profile, and **expressly use the attributes in our curricula and daily dealings with students.**

**[Note: at QAIS we have replaced the name of the attribute *risk-taker* with the name *courageous*.]**

### IB Position Papers (available on the OCC)

Walker, George (2010) East is East and West is West.

Walker, G., Wing-On, L., Panjwani, F (2014) Reflections and projections on the IB learner profile

### Ideas to develop the IB learner profile in your classroom

*Learners need explicit assistance to recognize, develop, and reflect on their learner profile. Here are some ways in which students can be assisted.*

### Inquirers

Support students in planning and carrying out investigations within the context for your own subject objectives. Encourage students to move from inquiring into the familiar to the unfamiliar. Help develop their skills of observing, questioning and interpreting by exploring their relationships within their own and other communities. By exploring a diverse range of complex issues that are of personal interest, including environmental, political, economic, cultural, health and social issues, we can encourage students to take lasting interest in understanding decision making. Examining correlation/causation or interpreting statistics in different ways allows students to understand how conclusions can be created from inquiry.

*Inspiration from* [http://www.ted.com/talks/ramsey\\_musallam\\_3\\_rules\\_to\\_spark\\_learning](http://www.ted.com/talks/ramsey_musallam_3_rules_to_spark_learning)

*Inspiration from* [https://www.ted.com/talks/dan\\_meyer\\_math\\_curriculum\\_makeover](https://www.ted.com/talks/dan_meyer_math_curriculum_makeover)

*Inspiration from* [http://www.ted.com/talks/diana\\_laufenberg\\_3\\_ways\\_to\\_teach](http://www.ted.com/talks/diana_laufenberg_3_ways_to_teach)

*Examples from* <http://www.teachinquiry.com/index/Introduction.html>

*Workshop from* <http://www.thirteen.org/edonline/concept2class/inquiry/>

### Caring

We can nurture an ethos of respect in our classrooms by eliciting student support for one another, using open discussions to allow each student to express how they feel, and by discussing diversity and differentiation with students. We can create, local, international and global projects for students to get involved with related to our subject content. By encouraging students to participate in bake sales, poster campaigns or sponsored events we nurture their altruistic attitudes, and we can develop them further by asking them to create specific needs based projects. Role-play activities and discussions will help students to understand caring roles and relationships. As a class, how can we show our support and understanding of students who have difficulties accessing subject content and concepts?

*Clarity from:* <http://www.thersa.org/events/rsashorts/the-power-of-empathy> and <http://www.thersa.org/events/rसानimate/animate/rसानimate-the-empathic-civilisation>

*Inspiration from:* <https://www.youtube.com/watch?v=2VBBZvF7S2s> and <https://www.youtube.com/watch?v=fS7rbkukanA>

### Knowledgeable

We should give students explicit examples of how people in our own subject disciplines have created knowledge that has had an impact on our communities and societies. We can plan interdisciplinary units which integrates complimentary content knowledge and explicitly shows connections between subject disciplines. Always push students to look deeper under the surface of ideas and concepts by asking them to use organizers such as compare/contrast or cause/effect to discover more about what they are learning about.

Inspiration from <http://tedxtalks.ted.com/video/TEDxKC-Michael-Wesch-From-Knowl>

Inspiration from [http://www.ted.com/talks/steve\\_jobs\\_how\\_to\\_live\\_before\\_you\\_die](http://www.ted.com/talks/steve_jobs_how_to_live_before_you_die)

Another perspective from <http://tedxtalks.ted.com/video/TEDxKC-Michael-Wesch-From-Knowl>

UNESCO from information to knowledge societies <http://unesdoc.unesco.org/images/0014/001418/141843e.pdf>

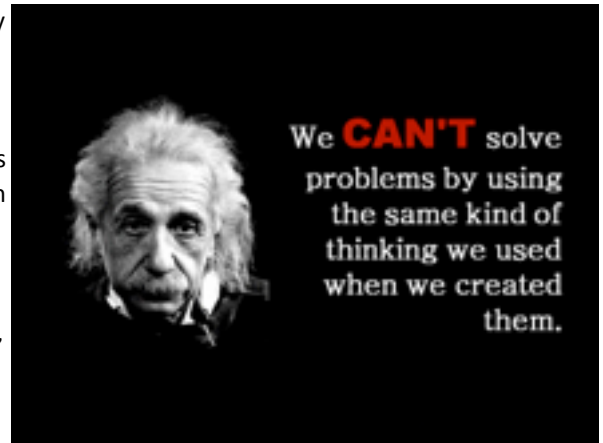
### Thinkers

Thinkers explore authentic real-life problems and tasks especially when these are more relevant to a student's experience.

Complex problems, such as environmental, political, economic, cultural, health or social issues give excellent opportunities to develop these types of thinking skills. Ideas, problems and events can be examined from multiple viewpoints and perspectives such as factual, emotional, pessimistic, optimistic, reflective and creative.

*Visible Thinking*, promoted extensively by Harvard's Project Zero, is a flexible and systematic thinking system designed research-based approach to integrating the development of students' thinking with content learning across subject matters.

Visible Thinking has the double goal of cultivating thinking skills and dispositions in students as well as deepening content learning.



To develop students as thinkers:

Ask students to take ideas from a class, concept or unit of work and show the relationships to other subject disciplines and ideas.

Construct opportunities for students to do some lateral thinking.

Encourage and guide students in explaining their thinking and making their thinking visible to everyone.

Expect students who make deductions and inductions to evidence their reasoning.

Analyze how to solve problems. Useful tools include paper solving exercises (e.g. sudoku, cryptic crosswords), backward engineering (origami, deconstructing machines) and machine construction (such as Heath Robinson/Rube Goldberg/Robert Storm Petersen machines or LEGO Mindstorms/Raspberry Pi/BeagleBone ).

There are also a number of ways to think differently. We can model these for students and take advantage of these ways of thinking ourselves (as described by Looby Macnamara in *7 Ways to Think Differently*):

**Abundance thinking** – living in gratitude and balance

**Co-operative thinking** – learning to collaborate with each other.

**From thinking to doing** – moving into action and turning our dreams into reality (related to experiential learning and Service as Action in the MYP)

**Solutions thinking** – believing there are solutions to any problem

**Systems thinking** – sensing the interconnectedness of all life

**Thinking like nature** – discovering nature around us reflected within us

**Thinking for the future** – considering larger timeframes

More understanding from [http://www.visiblethinkingpz.org/VisibleThinking\\_html\\_files/03\\_ThinkingRoutines/03a\\_ThinkingRoutines.html](http://www.visiblethinkingpz.org/VisibleThinking_html_files/03_ThinkingRoutines/03a_ThinkingRoutines.html)

Harvard Thinking Routines from <http://qaisibmypadmin.wikispaces.com/file/view/Thinking%20Routines%20-%20Doing%20Things%20with%20Stuff%20%40%20Harvard.pdf/518205266/Thinking%20Routines%20-%20Doing%20Things%20with%20Stuff%20%40%20Harvard.pdf>

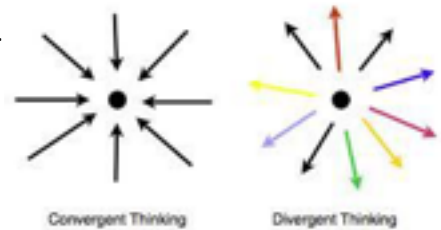
Thinking different (Happy Planet Index) [http://www.ted.com/talks/nic\\_marks\\_the\\_happy\\_planet\\_index](http://www.ted.com/talks/nic_marks_the_happy_planet_index)

Solving Social problems with a nudge [http://www.ted.com/talks/sendhil\\_mullainathan](http://www.ted.com/talks/sendhil_mullainathan)

Malaria [http://www.ted.com/talks/sonia\\_shah\\_3\\_reasons\\_we\\_still\\_haven\\_t\\_gotten\\_rid\\_of\\_malaria](http://www.ted.com/talks/sonia_shah_3_reasons_we_still_haven_t_gotten_rid_of_malaria)

### Courageous

We should welcome divergent thinking and non-conformist approaches to learning. We should also allow for heterodoxy in our assessment of students. By exploring how people with an independence of spirit have made changes regardless of the prevailing spirit of the time or popular opinion we can help students to learn that the popularity of actions is not necessarily equated with the positivity of outcomes. We can help students explore the resilience needed to develop new ideas by examining the processes, successes and failures of well known revolutionaries, creators and inventors.



Divergent thinking from Ken Robinson [http://www.ted.com/talks/ken\\_robinson\\_changing\\_education\\_paradigms](http://www.ted.com/talks/ken_robinson_changing_education_paradigms), Dave Reynolds <https://www.youtube.com/watch?v=PWmqxmHZQQI>, Margaret Heffeman [http://www.ted.com/talks/margaret\\_heffernan\\_dare\\_to\\_disagree?language=en](http://www.ted.com/talks/margaret_heffernan_dare_to_disagree?language=en) and Dianne Rees' blog <https://instructionaldesignfusions.wordpress.com/2010/10/23/strategies-and-tools-for-divergent-thinking/>

Resilience from Kelly McGonigal [http://www.ted.com/talks/kelly\\_mcgonigal\\_how\\_to\\_make\\_stress\\_your\\_friend?language=en](http://www.ted.com/talks/kelly_mcgonigal_how_to_make_stress_your_friend?language=en), Angela Lee Duckworth [http://www.ted.com/talks/angela\\_lee\\_duckworth\\_the\\_key\\_to\\_success\\_grit?language=en](http://www.ted.com/talks/angela_lee_duckworth_the_key_to_success_grit?language=en) and Jane McGonigal [https://www.ted.com/talks/jane\\_mcgonigal\\_the\\_game\\_that\\_can\\_give\\_you\\_10\\_extra\\_years\\_of\\_life?language=en](https://www.ted.com/talks/jane_mcgonigal_the_game_that_can_give_you_10_extra_years_of_life?language=en)

### Communicators

We can use varied forms of communication in class which students can learn about, we can model and then students can apply.

We can offer choices for how students present their understandings so that they learn about which ways are most effective in different situations. For example, the use of dance to express scientific theories, charades as a way to review subject content, or mime to express song.

Give students opportunities not just to work in groups, but collaborate. Additionally, students need to be able to identify bias in information, such as by examining reports of incidences from different media sources, as well as exploring different ways of presenting information to promote different types of responses.

We can focus on receptive and expressive skills in class and teach the language that is specifically associated with emotions such as being assertive, positive, tolerant, and so forth.

Inspiration from [http://www.ted.com/talks/john\\_bohannon\\_dance\\_vs\\_powerpoint\\_a\\_modest\\_proposal](http://www.ted.com/talks/john_bohannon_dance_vs_powerpoint_a_modest_proposal)

Hyper-polyglotism from <http://www.nytimes.com/2012/03/11/nyregion/a-teenage-master-of-languages-finds-online-fellowship.html> and <https://www.youtube.com/watch?v=xNmf-G81Irs>

Emerging complexity [http://video-subtitle.tedcdn.com/talk/podcast/2013/None/JohnMcWhorter\\_2013-480p-en.mp4](http://video-subtitle.tedcdn.com/talk/podcast/2013/None/JohnMcWhorter_2013-480p-en.mp4)

Music as Communication <http://tedxtalks.ted.com/video/Music-as-Communication-Mike-Han>

Natural Musical Communication <http://ed.ted.com/lessons/victor-wooten-music-as-a-language>

### Principled

We need to hold learners responsible for their own learning such as by insisting that work is always cited appropriately, or that individual participation logs are recorded when students are working in a group. By ensuring the ideas and words of others is always acknowledged we help to acknowledge their value.

We can specifically teach relationship skills and the understanding of the roles between privilege and power by using discussion circles and focusing on fairness in different contexts, and by using personal, class, local, international, and global examples.

Structured debates about complex cultural, social, economic or political issues can encourage students to develop, explain, and sustain their own opinions. Moral dilemma and problem solving activities allow students to develop their own value system.

*What are your values?* [http://www.mindtools.com/pages/article/newTED\\_85.htm](http://www.mindtools.com/pages/article/newTED_85.htm)

*Euphemisms - denying reality* <https://www.youtube.com/watch?v=vuEQixrBKCC>

*Inspirational* [https://www.ted.com/talks/ziauddin\\_yousafzai\\_my\\_daughter\\_malala](https://www.ted.com/talks/ziauddin_yousafzai_my_daughter_malala) followed by <http://abcnews.go.com/International/video/malala-yousafzai-united-nations-speech-girl-shot-head-19649528>

### Open-minded

We can help students develop a wider range of perspectives by using different learning styles, tools and techniques. For example, by using technology such as Moodles, wikis and ManageBac effectively and purposefully with students we can help to do this. By giving alternative examples of how skills or concepts are perceived by different groups, both in time and space, we can provide examples of different ways of thinking. Using dialectical debates or taking the role of *devil's advocate* which require students to argue from perspectives which they do not necessarily agree can get students to experience arguments from different perspectives. We should model, open-mindedness such as by genuinely listening to student's different perspectives, and encouraging them to look outside their own personal paradigms to get inspiration from multiple diverse sources. We need to understand that different people respond to art, science, religion and history in very different ways.

*Multiple perspectives from:* <https://www.youtube.com/watch?v=E3h-T3KQNxU> and <https://www.youtube.com/watch?v=vDGGrfhJH1P4>

*Optimistic futures from:* [http://www.ted.com/talks/jae\\_rhim\\_lee](http://www.ted.com/talks/jae_rhim_lee) and [http://www.ted.com/talks/peter\\_diamandis\\_abundance\\_is\\_our\\_future](http://www.ted.com/talks/peter_diamandis_abundance_is_our_future)

*Rethinking beliefs from* [http://www.ted.com/playlists/14/are\\_you\\_there\\_god](http://www.ted.com/playlists/14/are_you_there_god)

### Balanced

We should use and develop a wide and varied range of skills and strategies for learning in our students and not rely on a few ways to do anything. Students also need to develop time management skills and understand how important sports, hobbies, games and pastimes are in developing our non-academic selves. Discuss personal, class and community needs and wants to show students how priorities are established. By developing in our students the capacity to look for multiple perspectives, and not simply examine things from one viewpoint before they formulate their own opinions, we help students to justify their actions and ideas more effectively. Finally, we can explain and get students to use different process and protocols in planning and being creative.

### Reflective

By providing structured opportunities for students to comment and engage in feedback of their perceptions and their personal roles in tasks they have performed we can assist students in reflecting on their own performance and the performance of others. By having students suggest strategies for improvement, we engage students in reflection and projecting themselves into modeling future success. Reflection can take place through journals, discussions and presentations using a variety of techniques including writing, video, music and acting. We can involve students explicitly in the stages of developing reflection.

Reflection doesn't have to be from personal experience. We can give students opportunities to reflect on the effect and impact of decisions, inventions, and natural events.

### A selection of multiple learner profile experiences

Digiteen Flat Classroom Project - Open-minded, principled & knowledgeable

[https://ibpublishing.ibo.org/server2/rest/app/tsm.xql?doc=g\\_0\\_iboxx\\_tsm\\_1308\\_1\\_e&part=2&chapter=3&page=1](https://ibpublishing.ibo.org/server2/rest/app/tsm.xql?doc=g_0_iboxx_tsm_1308_1_e&part=2&chapter=3&page=1)

When Björk met Attenborough (video) - Nature, Technology and Music

[http://v.youku.com/v\\_show/id\\_XNTg5OTE5Nzk2.html](http://v.youku.com/v_show/id_XNTg5OTE5Nzk2.html)

iLife Mylife - All aspects of the learner profile (and IM)

[https://ibpublishing.ibo.org/server2/rest/app/tsm.xql?doc=g\\_0\\_iboxx\\_tsm\\_1308\\_1\\_e&part=2&chapter=3&page=2](https://ibpublishing.ibo.org/server2/rest/app/tsm.xql?doc=g_0_iboxx_tsm_1308_1_e&part=2&chapter=3&page=2)

Checklist example to improve the development of the learner profile in addition to the MYP unit planner

[http://xmltwo.ibo.org/publications/General/g\\_0\\_iboxx\\_tsm\\_1308/sample28](http://xmltwo.ibo.org/publications/General/g_0_iboxx_tsm_1308/sample28)

Amazon Basin Diversity - All aspects of the learner profile (and IM)

[https://ibpublishing.ibo.org/server2/rest/app/tsm.xql?doc=g\\_0\\_iboxx\\_tsm\\_1308\\_1\\_e&part=2&chapter=3&page=13](https://ibpublishing.ibo.org/server2/rest/app/tsm.xql?doc=g_0_iboxx_tsm_1308_1_e&part=2&chapter=3&page=13)

When a unit of work has been involved with analyzing individuals such as reading a novel, exploring a real-life famous scientist, technologist, musician, sports personality, artist or other historically notable person, ask the students to create (and justify) a learner profile for that person.

# The IB learner profile

## Don't laminate it! Live it!

## International-mindedness (IM)

*International-mindedness needs to be exposed and investigated through student-oriented action, and not through teacher oriented scenarios.*

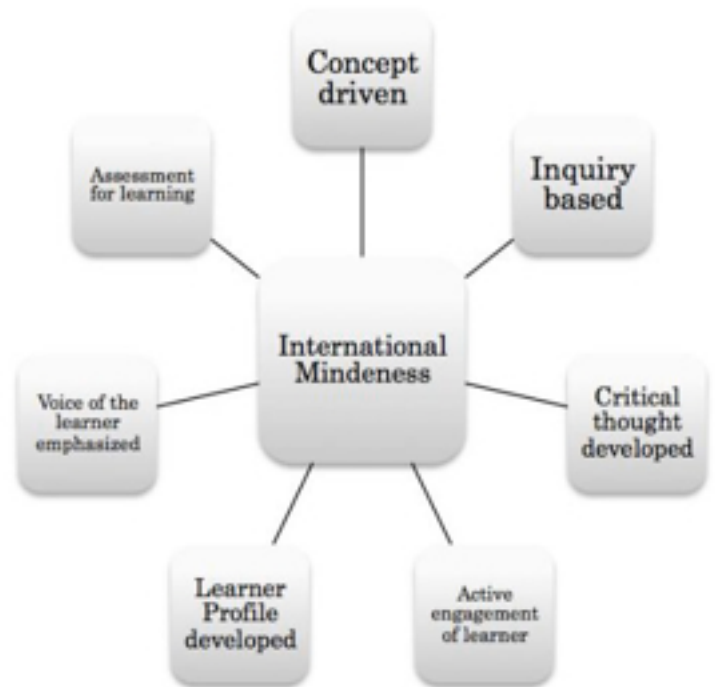
We need to ensure that we and our students are committed to learning and developing IM, so our written and taught curriculum needs to specifically identify opportunities for students to address this. As teachers, we need to ask ourselves not only what does international-mindedness mean, but how can it be understood through each component of the curriculum? (See diagram above) To effect this we can initiate and drive school change in developing IM in the following ways:

- 1. Unit planning:** In the MYP unit-planning process we focus on addressing inquiry, conceptual understanding and global contexts for learning.
- 2. Collaborative planning:** The requirement for collaborative planning both within and across subject groups ensures common understandings and common approaches to teaching and learning in the school, leading to a coherent learning experience for students. It also allows for the development of interdisciplinary learning initiatives, demonstrating to students the need to use concepts, knowledge and skills from different disciplines to solve problems.

“Learning in general, and teacher education in particular, continues to address culture learning primarily from a cognitive orientation. That is, students read, watch films, listen to speakers, observe in classrooms and hold discussions around issues of cultural difference.”

Developing international mindedness ...  
“requires not only a cognitive component but also affective and action-oriented components. The affective and action-oriented dimension of understanding, if these are to be achieved, thus require something more than mere exposure to facts and ideas regarding the beliefs and practices of other nations.”

The Role of Experience in the Making of Internationally-Minded Teachers - Kenneth Cushner



- 3. MYP assessment:** Assessment in the MYP is criterion-related and directly linked to the aims and objectives of the subject groups. MYP criterion-related assessment leads to teaching and learning that is grounded in inquiry, while maintaining disciplinary rigour. We need to reflect the international-mindedness of the programme by allowing assessments to be set in a variety of cultural and linguistic contexts. Optional MYP eAssessment in MYP 5 offers students opportunities to demonstrate disciplinary and interdisciplinary understanding, international-mindedness,
- 4. Global contexts:** In our highly interconnected world where distinctions between local, national and global are blurred and continue to blur, new challenges that are not defined by traditional boundaries call for students to develop the agility and imagination they need for living productively in a complex world. Education for international-mindedness relies on the development of learning environments that value the world as the broadest context for learning. Using global contexts in planning and teaching helps learners by providing relevance and meaning, which may lead to increased student engagement. Education for international-mindedness relies on the development of learning environments that value the world as the broadest context for learning.

***Learning in context requires careful preparation. In some cases, contextual learning may be uncomfortable for those accustomed to less student-focused approaches. It requires ongoing monitoring for understanding (formative assessment), and it can call on unfamiliar classroom management skills.***

5. **Multilingualism:** Learning to communicate in a variety of ways in more than one language is fundamental to the development of intercultural understanding in the IB. The MYP supports complex, rich, dynamic learning across a range of language domains. All IB programmes mandate that students learn another language. Intercultural understanding involves recognizing and reflecting on one's own perspective, as well as the perspectives of others. To increase intercultural understanding, IB programmes foster learning how to appreciate critically many beliefs, values, experiences, forms of expression and ways of knowing. The goal of understanding the world's rich cultural heritage invites the IB community to explore human commonality, diversity, personal identity and interconnection.
6. **Global engagement:** Global engagement represents a commitment to address humanity's greatest challenges in the classroom and beyond. It can develop from the use of global contexts in inquiry leading to principled action. IB programmes provide for sustained inquiry into a wide range of issues and ideas of significance locally, nationally and globally. IB students and teachers are encouraged to engage the world through developmentally appropriate explorations of local and global concerns, including the environment, development, conflicts, rights, and cooperation and governance. Globally engaged people critically consider power and privilege, and recognize that they hold the Earth and its resources in trust for future generations. The IB aspires to empower people to be active learners who can empathize and pursue lives of purpose and meaning, and who are committed to service. An IB education aims to develop the consciousness, perspectives and competencies necessary for global engagement, as well as the personal values that can lead to principled action and mutual understanding.
7. **Written and taught curriculum:** This needs to specifically address opportunities for students to address IM. As teachers, we need to ask ourselves not only what does international-mindedness mean, but how can it be addressed through each component of the curriculum? (See diagram on the previous page)



### Further reading

Singh, M, Bingyi, L, Jing, Q, Castro, P, Lundgren, U and Woodin, J. 2013. Conceptualizing and assessing international mindedness: An exploratory study. International Baccalaureate Organization. [http://occ.ibo.org/ibis/occ/Utils/getFile2.cfm?source=/ibis/occ/spec/coord.cfm&filename=general/g\\_0\\_iboxx\\_amo\\_1310\\_1\\_e.pdf](http://occ.ibo.org/ibis/occ/Utils/getFile2.cfm?source=/ibis/occ/spec/coord.cfm&filename=general/g_0_iboxx_amo_1310_1_e.pdf)  
 Inside IB Classrooms: Global issues (at Zurich IC School) <https://www.youtube.com/watch?v=EL2QqNHMEGs>  
 What does an MYP Classroom look like? [https://www.youtube.com/watch?v=ywS7j\\_696BE](https://www.youtube.com/watch?v=ywS7j_696BE)  
 IB Global Engage Website. <http://globalengage.ibo.org>

### Service and Action

At QAIS our mission is to “strive to develop courageous global citizens who help to create a more peaceful world through community action” and IB programmes all have a community service element within them.

IB Programme	Action and Service components
PYP	<b>Action</b> initiated as a result of learning which might involve service.
MYP	<b>Service as Action</b> that leads towards a set of developmentally appropriate outcomes.
DP	<b>Service</b> component of CAS (Creativity, Activity and Service) to meet specific learning outcomes of the DP core.

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 and action is an integral part of the programme, especially in the MYP Community Project. The most effective and authentic forms of service as action come directly from disciplinary connections, and are initiated and developed by the students themselves.

However, as a school we also need to help raise awareness of service and action by giving regular opportunities for students to experience service and action opportunities in the community - especially as our MYP is still in its infancy. As a QAIS goal, we need students to understand that service learning is an opportunity to move from **me to we** and from **local to global**.

#### MYP Learning outcomes for service

Through guidance and support, students should engage and reflect on service through the following outcomes:

- become more aware of their own strengths and areas for growth
- undertake challenges that develop new skills
- discuss, evaluate and plan student-initiated activities
- persevere in action
- work collaboratively with others
- develop international-mindedness through global engagement, multilingualism and intercultural understanding
- consider the ethical implications of their actions.

At QAIS we consider the quality of service undertaken by students rather than the quantity (or counting hours). We expect that all MYP students to engage meaningfully with service activities in each year of the programme.



Kurt Hahn, Getty Images

#### Kurt Hahn and experiential learning

The IB has wholeheartedly acknowledged the importance role of experiential learning in IB programmes by integrating service and action into all four IB programmes. As well as being highly influential in the IB, Kurt Hahn also established the [Duke of Edinburgh’s Award](#) (the [International Award for Young People](#)), [Outward Bound](#) and the [United World College](#) (UWC) movement.

## Planning to develop IB core values

The model below gives a tangible plan to develop and reflect on the IB core values through a unit of work. While ManageBac and the MYP unit planner have areas where these values can be written, putting the learner profile and Service and Action together with explicit opportunities of how to explore international mindedness through both, will help you and students learn together.

There is no need to try to force opportunities for every learner profile attribute. Develop the most obvious and interesting ones and don't forget to have the students explore these values, reflect on what they have learned and add their own ideas which you can integrate for the next time the unit is taught.

### Core IB values for **metals and mining** unit of work

Attribute	What opportunities do we have for developing learner profile attributes through this unit?
Inquirers	How are metals produced and recycled in China? How can we measure the environmental cost of metal production? Can I work with others to find out how we could recycle metals more effectively at QAIS? To what extent did you work independently through this unit?
Knowledgeable	Do the definitions of metal and heavy metal make clear distinctions between the two groups?
Thinkers	<b>Illegal or artisan miners gold in developing countries know that their use of mercury damages the environment and is also killing themselves and their families; how can we break this cycle?</b> What are the factors preventing the effective control of industrial heavy metal pollution in some areas of China? Considering skyscrapers, soda cans and mobile phones – what alternatives could be made available to each of these to reduce our reliance on metals?
Communicators	What role did you play in the Chocolate Cookie Mining game, and how effective was your role? What evidence do you have to support this? In what ways is a lab report distinct from other forms of writing in school? <b><i>Can you inform others, through creating a poster or multimedia image, about the dangers of a specific heavy metal element or action associated with toxic metals, in your MT?</i></b>
Principled	<i>To what extent are you responsible for supporting the export of toxic e-waste to developing countries, and what <b>actions could you take to change the exploitation of workers in developing nations?</b></i>
Reflective	After completing this unit, in what ways are you more aware of the environmental costs of metal use?
Caring	<i>Our Mission statement says that, "By embracing each student's diverse needs, learning styles, and strengths, we strive to develop courageous global citizens who help to create a more peaceful world through community action, intercultural understanding, and <b>respect for all life.</b>"</i> When we use seeds in the experiments with heavy metals and germination, it is likely that we kill some of the seeds. Are we being respectful for all life? Is this ethical?
Service as action	By creating posters which inform people about the issues associated with specific health aspects of heavy metals you have the opportunity to promote awareness for the need for responsible use and disposal of heavy metals in China and your own country.

Items in **bold** may offer opportunities for service as action.

*Italic* items may allow opportunities for international mindedness

## Standards and Practices

As a candidate MYP school, and a PYP and DP world school, we are required to meet a set of standards set by the IB. These standards are more general in nature than state or national standards you may have encountered in other educational systems, and relate to the philosophy, organization and curriculum.

There are two levels of standards:

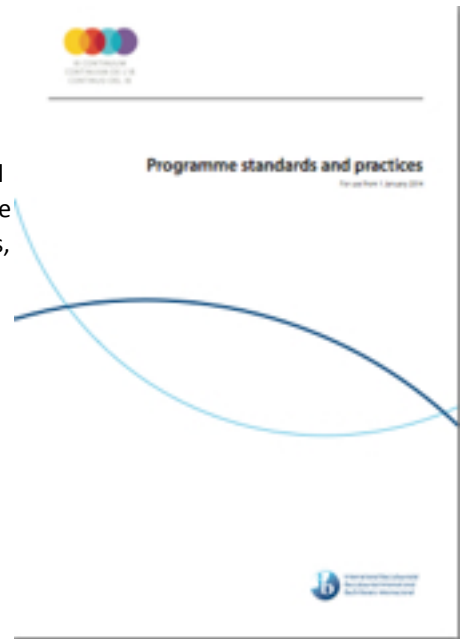
- A. Programme standards and practices for all programmes.
- B. Programme standards and practices for specific programmes (in our case MYP)

### Programme standards and practices

Standards and practices A and B are contained in the document “Programme Standards and Practices: For first use from 1 January 2014”

All schools are expected to implement and continuously monitor and develop all of these standards and practices - not simply wait for an evaluation visit from the IB before changes are made! This means that as a school body, and as educators, we are striving to improve student learning all the time.

For our verification visit (the visit we will have to allow us to move from candidate to authorised MYP school) we must be able to evidence all the standards and practices, and in addition certain practices are marked as MYP requirements and must be in place or authorisation will not be considered.



#### MYP requirement

- a. The school ensures that all staff, students and parents understand the central importance of the personal project for students in year 5 of the programme (or community project for programmes that end in MYP year 3 or 4).

Download from: <http://www.ibo.org/become/resources/documents/Programmestandardsandpractices.pdf>

These standards should be read along with the MYP development plan (a document that states our progress with the programme standards and practices).



# Learners in the MYP

## MYP Faculty Handbook



### Grade level equivalents at QAIS

At QAIS, the MYP covers students from approximately 12 years old to 16 years old in a four year programme of study. In most MYP schools, the MYP covers 11 years old to 16 years old, but we have taken up an option to include 11 year old students in the PYP. Therefore, our students start in MYP 2 and complete in MYP 5.

You can examine the respective average ages and grade level equivalents in different national systems below.

Age		International Grade Level Equivalents									
		IB	US	UK (England & Wales)		Australia	China (PRC)	France			
3-4				Nursery/ Reception				Petite			
4-5		Pre-School		Key Stage 0		Kindergarten	Kindergarten	Moyenne			
5-6		Kindergarten		Key Stage 1	Year 1	Grade 1	Grade 1	Grande			
6-7		Grade 1		Key Stage 2	Year 2	Grade 2	Grade 2	CP			
7-8		Grade 2			Year 3	Grade 3	Grade 3	CE1			
8-9		Grade 3		Key Stage 3	Year 4	Grade 4	Grade 4	CE2			
9-10		Grade 4			Year 5	Grade 5	Grade 5	CM1			
10-11		Grade 5		Key Stage 4	Year 6	Grade 6	Grade 6	CM2			
11-12		Grade 6			Year 7	Grade 7	Grade 7	6 <sup>ème</sup>			
12-13		Grade 7		GCSE / IGCSE	Year 8	Grade 8	Grade 8	5 <sup>ème</sup>			
13-14		Grade 8			Year 9	Grade 9	Grade 9	4 <sup>ème</sup>			
14-15		Grade 9		Key Stage 5	Year 10	Grade 10	Grade 10	3 <sup>ème</sup>			
15-16		Grade 10			Year 11	Grade 11	Grade 11	2 <sup>nde</sup>			
16-17		Grade 11		AS / A Level	Year 12	Grade 12	Grade 12	1 <sup>ème</sup>			
17-18		Grade 12			Year 13	Grade 12	Grade 12	Terminale			

# Qingdao Amerasia International School

## MYP Faculty Handbook



### Languages in the International Baccalaureate

*Language and thought are believed to be intertwined and, according to the Sapir-Whorf hypothesis, the structure of a language determines the way a speaker conceptualises their world. For instance, here is a great deal of evidence that language determines which colours we can perceive, or concepts which we can create, understand and express to others. When we consider language in a broader context then we also need to remind ourselves that language includes non-verbal communication and a variety of other methods of communication which are used found in other disciplines such as movement, musical, scientific or mathematical notations.*

*If you are fluently bilingual and use your second language on a daily basis, you are one of the majority of people on the planet. Being functionally monolingual makes a person one of the minority.*

Tshiluba (Southwest Congo) – the stature of a person “who is ready to forgive and forget any first abuse, tolerate it the second time, but never forgive nor tolerate on the third offense.”

### Place of language in the MYP

Language has a special place in the IB as it is fundamental in developing concepts, in communicating concepts between each other, and developing identity and International Mindedness (an understanding and appreciation of different cultural perspectives).

At QAIS we are all expected to be language teachers first and foremost. This means that we should ensure that we nurture and encourage language learning as language is the keystone of learning. Language affirms identity and also access to social groups. Furthermore, teachers need to develop awareness of approaches to learning (ATL) materials and teaching practices that take account of diversity in cultural and language backgrounds across the curriculum.

Therefore, the IB places a great emphasis on language learning as well, and recognizes language learning as fundamental to students as a communicator (IB learner profile) and also as improving cognitive ability.

There are two language programmes for students in the MYP: Language and literature, and acquired language. (These are new terms in the MYP, and you may encounter the older terms Language A and Language B for the same subjects respectively.)

All MYP students are required to study a language and literature course throughout the MYP as well as at least one acquired language (or second language and literature course) in a school.

The limits of my language are the limits of my world –Ludwig Wittgenstein

### Language and literature

Language and literature is a course ideally for students with the target language as their Mother-Tongue. It can also be accessible to students with a sufficient ability to be able to be successful in studying literature.

Continuous formal Mother Tongue development is important for students as the Mother Tongue underpins cognitive thinking, especially metacognition. The development of acquired languages is also closely correlated to mother-tongue to continued mother tongue and first language development. QAIS offers both Chinese and English as Mother Tongue.



**Kaapshljmurslis (Latvian)**  
a person who is cramped while riding public transportation



**Age-otori (Japanese)**  
to look worse after a haircut



**Mamihlapinatapei (Yagan)**  
a wordless yet meaningful look shared by two people who both desire to initiate something but are both reluctant to start



**Tingo (Pascuense)**  
to gradually steal all the possessions out of a neighbour's house by borrowing and not returning

Images from: [Buzzfeed](https://www.buzzfeed.com/)

### Language Acquisition

Language acquisition are those that are not Mother Tongue and are studied in six distinct phases (phase 1-6). Students in phase 1 will be total beginners, or almost total beginners, in that language. Students in phase 6 will be transitioning to a language and literature course.

At QAIS, we provide Mandarin and English as acquired languages.

Broadly speaking there are two groups of acquired language learners. The first group are students who learn an acquired language without an immediate need or necessity. This group will normally study the language with the same imperative as any other academic subject. At QAIS, Mandarin falls into this category.

The second group are those who are learning the language because it is essential to acquire it to be able to access the rest of the academic curriculum. They need English academic language proficiency as English is the Medium of Instruction (MI) of our school. Students in this group may feel excluded from the academic curriculum and may also feel a disconnection with the social and affective life of the school. As inclusion is an important issue in the MYP, a focus on students learning to be proficient in academic English is vital to allow them to integrate as quickly as possible into the school.

Students in MYP 2-5 must learn two languages at school:

**English** - our language of instruction and **Chinese** - the language of our host country. Bilingual students are able to take study English and Chinese as Language and Literature and do not need to study an acquired language.

### Mother Tongue Languages

A mother tongue language is defined by the IB as “The language(s) learned first; the language(s) identified with as a ‘native’ speaker; the language known best; the language used most.” (MYP: From principles into practice. For use from September 2014/January 2015: 113)

Tshiluba (Southwest Congo) – the stature of a person “who is ready to forgive and forget any first abuse, tolerate it the second time, but never forgive nor tolerate on the third offense.”

If the school does not provide the student’s mother tongue or strongest language (currently meaning if they cannot study English or Mandarin language and literature), then we strongly recommend that parents opt to have this language studied as an IB MYP course through external, private tuition with the assistance of the school’s mother tongue coordinator. Failing this, then we advise parents to maintain consistent, but not burdensome, regime of reading, writing and speaking using age-appropriate mother-tongue literature.

If you talk to a man in a language he understands, that goes to his head. If you talk to him in his own language, that goes to his heart. –Nelson Mandela

The school maintains Student Language Profiles which are available from the MYP Coordinator. The following is also the QAIS guide to Family Language Plan Strategies in the MYP. It is used as a basis for informing parents about strategies for supporting the mother-tongue, and consequently the cognitive development, of their child.

For the process of assigning students to the appropriate Language and Literature or Acquired Language class please refer to the Whole School Language Policy.

Benefits of the Bilingual Brain (TedEd) <https://www.youtube.com/watch?t=35&v=MMmOLN5zBLY>





**QAIS: MYP Family Language Plan Strategy Guide**

Strategy	Mother tongue of parent 1	Mother tongue of parent 2	Child at School	The Plan	Example
<b>A</b>	Chinese (普通话)	Chinese (普通话)	A. Chinese mother tongue (普通话) B. English as an acquired language.	Speak to your child in your own language at home.	Mother and Father are both native speakers. Chinese is only spoken at home. Chinese and not English cultural festivals are generally observed. Your child should not be asked to speak English for entertainment or to show off to others. They will develop a strong understanding of English and be able to communicate more fluently the longer they attend QAIS. If the parents move abroad to an English speaking country, they must maintain their child's mother-tongue
<b>B</b>	Chinese (普通话)	English	A. Chinese mother tongue A. English mother tongue	Each parent should speak only their own language to their child. This should be strictly enforced regardless of how well they speak other languages. Parents can decide in which language they speak to each other. If practicable, each parent should consider speaking to the other in their own mother tongue.	When sitting around the table to have lunch, mother speaks English as it is her language, and father speaks Chinese as it is his language. Both parents can speak each others' language quite well but never translate for their child and never speak in anything but their native tongue.
<b>C</b>	Chinese (普通话)	Chinese (廣東話 or other Chinese language)	A. Chinese mother tongue B. English as an acquired language	In China, millions of children grow up speaking regional languages as well as 普通话. As 普通话 is taught in Chinese schools, these children grow up functionally bilingual (and this is simplified as there is usually only traditional or simplified written Chinese) regardless of the regional language. When a child enters QAIS, it is helpful if it is clear to the child which parent or relatives speak which language, and this is done consistently.	The extended family live together or meet several times a week. The grandparents both speak the local language exclusively and mother also knows the local language. Father only speaks 普通话). Father always speaks 普通话 to his child. Grandparents speak only the local language. Mother should choose and stick to which language she will speak to her child.



**QAIS: MYP Family Language Plan Strategy Guide**

Strategy	Mother tongue of parent 1	Mother tongue of parent 2	Child at School	The Plan	Example
<b>D</b>	Chinese (普通话)	Not English and not Chinese	A. Chinese mother tongue B. English as an acquired language	Each parent should speak only their own language to their child. This should be strictly enforced regardless of how well they speak other languages.  Parents can decide in which language they speak to each other. If practicable, each parent should consider speaking to the other in their own mother tongue.	When sitting around the table to have lunch, mother speaks Chinese as it is her language, and father speaks German as it is his language. Both parents can only speak English together as a common language. Both parents only speak in their own language to their child. They speak in English to each other. Even when their child can understand what they say in English, they should only ever speak to their child in their mother-tongue.  As the child grows up, the child should learn to read and write in German, and read books in German throughout their lives, The father should expose his child to age appropriate literature, movies and music and also arrange a part-time tutor or schooling in German if the father is unable to teach his child, or doesn't have the time for it.
<b>E</b>	English	English	A. English mother tongue. B. Chinese as an acquired language	Speak to your child in your own language at home.  Speaking to your child in Chinese, regardless of how good you believe your Chinese is, may hinder your child's progress. Your child will receive appropriately modeled Chinese at school.	Mother and Father are both native speakers and do not speak any other language significantly. Both parents should speak English to their child.  Your child should not be asked to speak Chinese for entertainment or to show off to others. Your child will develop a strong understanding of Chinese and be able to communicate more fluently the longer they attend QAIS.
<b>F</b>	English	Not English and not Chinese	A. English mother tongue. B. Chinese as an acquired language	Each parent should speak only their own language to their child. This should be strictly enforced regardless of how well they speak other languages.  Parents can decide in which language they speak to each other. If practicable, each parent should consider speaking to the other in their own mother tongue.	When sitting around the table to have lunch, mother speaks English to her child as it is her language, and father speaks Korean as it is his language. Father also speaks English but as an acquired language. The parents speak English to each other.  Even though the father speaks English quite well, he should only ever speak Korean to his child. As the child grows up, the child should learn to read and write Korean, and read Korean books throughout his or her life. The father should expose his child to age appropriate literature, movies and music and also arrange a part-time tutor or schooling if the father is unable to teach his child, or doesn't have the time for it.



## QAIS: MYP Family Language Plan Strategy Guide

Strategy	Mother tongue of parent 1	Mother tongue of parent 2	Child at School	The Plan	Example
<b>G</b>	Korean Japanese	Chinese	A. Chinese mother tongue B. English as an acquired language	One parent speaks Chinese to their child. The other parent speaks both languages to their child - but should never mix the languages in the same sentence, and try to maintain periods of one language and then periods of using the second language.	Father only speaks Chinese to his child. He also speaks to his wife in Korean, but his Korean is spoken as an acquired language.  Mother speaks Japanese to her child when they are alone together, but switches to Korean when they are together as a family. Although father speaks to mother in Korean, he should never speak Korean to his child.
<b>H</b>	Chinese (普通话) Has English as an acquired language	Chinese (普通话) Has English as an acquired language	A. Chinese mother tongue B. English as an acquired language	Speak to your child in your own language at home. Speaking to your child in English regardless of how good you believe your English is, may hinder your child's progress. Your child will receive English at school.  If one parent speaks excellent English, it would be worthwhile considering if that parent could and would want to speak English exclusively to their child throughout the child's life,	Mother and Father are both native Chinese speakers. They have raised their child for 12 years in a Chinese school and in an exclusively Chinese environment. The child has learned Korean as a second language at school.  The family move to English-speaking Canada and send their child to an English speaking school. The family are all learning English as an acquired language.  The family should continue to exclusively speak Chinese at home and when they are together. The child should continue to read, write and study Chinese at home. If no parent is able to spend the time tutoring their child, they should consider a private tutor or Chinese schooling on a Saturday or Sunday morning.  Over time, your child's English will strengthen, but it will only do so effectively if your child's Chinese mother tongue is maintained and developed.

### Supporting Research

Alharbi, A. (2010) *Mother tongue maintenance and second language sustenance: A two-way language teaching method*. TESOL Journal Vol. 2, pp. 144-158

Baker, C. (2006). *Foundations of bilingual education and bilingualism*. Clevedon, UK: Multilingual Matters.

Ball, J. (2011). *Enhancing Learning of Children from Diverse Language Backgrounds*. <http://unesdoc.unesco.org/images/0021/002122/212270e.pdf>

Benson, C. (2005). *The importance of mother tongue-based schooling for educational quality*. Paper commissioned for the EFA Global Monitoring Report 2005, *The Quality Imperative*. <http://unesdoc.unesco.org/images/0014/001466/146632e.pdf>

Hassanzadeh, N., Shayegh, K., & Hoseini, F. (2011) *The Impact of Education and Awareness in Mother Tongue Grammar on Learning Foreign Language Writing Skill* <http://academicians.org/Media/Default/Articles/September2011/paper3september.pdf>

Olshstein, E (1989). *Is Second Language Attrition the Reversal of Second Language Acquisition?* *Studies in Second Language Acquisition*, 11, pp 151-165. *Journal of Academic and Applied Studies* Vol. 1(3) September 2011, pp. 39-59

### Further reading

Bilingualism <http://www.linguisticsociety.org/resource/faq-raising-bilingual-children>

The importance of mother-tongue <http://esi.fis.edu/parents/advise/intro.htm>

### 3rd Culture Kids - an introduction

*3rd culture kids, sometimes known as global nomads, were first identified in the 1960s as a different emergent cultural group due to the increased mobility of families mainly in the government and business spheres. In the last two decades, the number of 3rd culture kids has increased and accordingly so has the research on this group.*

Third culture kids (TCK/3CKs) are usual in International Schools. They are extremely heterogenous as a group yet also share a number of characteristics based on how they interact with other cultural groups and their characteristics as learners. A simple but often used definition is that they have lived for a significant time outside their parent’s cultures during their developmental years. TCKs can include the children of international workers, immigrants, refugees, cultural minorities, adoptees and those that have spent a significant time in different cultures in their passport country.

Pollock and van Recken identified four main cultural types and created the *Polvan Cultural Identity Model* which is useful in thinking about cultural identity in relationship to the surrounding culture.

<p><b>Foreigner</b> Look different, think different</p> <p>For the Foreigner who looks different and thinks differently, things are relatively straight forward - people know you are different and act accordingly. As a foreigner you will exist in a cultural bubble.</p>	<p><b>Hidden Immigrant</b> look alike, think different</p> <p>For Hidden Immigrants, such as TCKs repatriated to their passport country, things can be rather confusing as people expect you to know the same things and know the language. This may well not be the case if they have spent a significant time out of the country.</p>
<p><b>Adopted</b> Look different, think alike.</p> <p>After a prolonged period of time in a different culture, a person may become assimilated in the surrounding culture. For instance, a blonde haired Swede who speaks fluent Kiswahili and fits perfectly into Maasai culture.</p>	<p><b>Mirror</b> Look alike, think alike.</p> <p>These are people who are monocultural having grown up in one cultural with one prevailing language and will generally assume that there is only one way of doing things. They behave with cultural fluency in their own culture.</p>

At QAIS, the majority of our students are 3CKs to a greater or lesser extent. Many of our long-term non-Chinese students already speak conversational Mandarin and understand Chinese culture. Many are already hidden immigrants in their own culture. Many students are also developing or fully functional as bilingual or multilingual students.



# Qingdao Amerasia International School

## MYP Faculty Handbook

### 3rd Culture Kids - problems

*I was talking to a college classmate, and she said, "I'm not from around here." My ears perked up. Great! Someone I can really relate to! "Oh, yeah, where are you from?" She said, "North Bend." North Bend is 50 miles away. I thought "from around here" meant the Pacific Northwest or the continental U.S. or even the entire western hemisphere. Consequently, I've revised my definition of "from around here." - Jeannie*

About 90% of TCKs feel “out of sync” with their peer group in their passport country. In these cases, the TCKs often feel they can only express a small part of their personality, and rarely find peers that can really understand them. They express that they feel that they belong “everywhere” and “nowhere”.

TCKs have also been considered to have a prolonged adolescence\* and find their most difficult times in their late teens when other children are settling down, finding significant partners and deciding on their careers. TCKs battle with the idea of “settling down and having children” along with other significant choices of what to do with their lives and in which country to do it. What is probably more accurate about them is that they tend not to conform to social norms in any particular country (although for all practical purposes they may appear to be doing so). They often fail to commit easily to new social interactions until they can identify the way in which they are expected to interact. Finally, they often have more complex thought processes than their peers and their problem solving and knowledge is often closely related to the education and knowledge that they have derived from their transnational, international, or third culture experiences.

Most TCKs have problems easily identifying where they come from.

### 3rd Culture Kids - benefits

**Communicators** Often speak more than one language fluently and they can communicate cultural nuances and understandings effectively in each language.

**Open-minded** Able to get on with an enormous variety of people easily regardless of their differences. Most problems with TCKs occurs within their own cultural group.

**Courageous** Handle unexpected situations well, and often step in as mediator in conflict situations.

**Open-minded** Some TCKs express that they can feel at home anywhere  
**Life-long Learners** Most TCKs credit their third culture backgrounds as having positive effects on their later lives.

**Thinkers** TCKs are academic high-achievers. They are about four times more likely to obtain college/university degrees than non-TCK students, and 50% of TCKs go on to obtain Master’s degrees or doctorates.

**Caring** A very high proportion are active in their own community

\* To place this in perspective though, work published as “Welcome to Your Child’s Brain” in 2012 by Aamodt and Wang pointed to conclusions from neuroscience that adolescence continues into the mid-20s and doesn’t have a cut-off point earlier as currently supposed.

More information can be found at <http://www.tckworld.com/>

## Culture Shock

### Overview

Culture shock is a real phenomenon that affects all individuals to a greater or lesser extent. No one is immune to culture shock and the effects are different for each person. Culture shock is a form of cultural dissonance that creates some discomfort as we adjust our preconceived values and expectations with the reality of those we come across in a new place. Fetnes and Hapwood (1997) explain it as follows:

*“can be experienced when we realise that the behaviour that we consider to be ‘normal’ or ‘natural’ is not perceived as appropriate or is possibly rejected by another culture; when what has always been self-evident does or seem to be so anymore; when we do not understand the behaviour of members of another culture; when we get the impression that they do not behave in a ‘normal’ way.”*

Culture shock also comes in two-forms: entering and living in a ‘new’ culture, and returning to a familiar culture (sometimes called *reverse* culture shock). The effects can also change each time a person re-enters a culture they have experienced before.

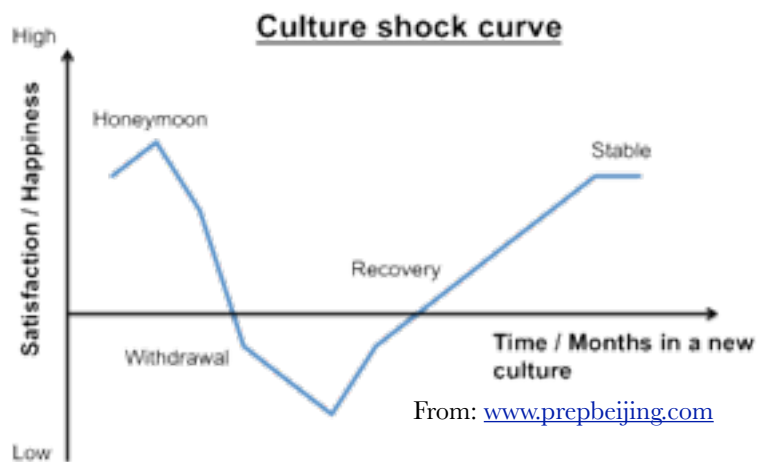
Remember, culture shock effects everyone including our students and including people who are experienced in living in different communities world-wide.

### When will culture shock affect me?

If you are in China now for the first time it will already be affecting you and there is a pattern connected with the development of settling into a new culture.

Much information can be found on websites about the phases of culture shock. It’s worthwhile reading a variety of sites for information. In general, when entering a new culture for the first time, there are four recurring phases. Some web sites offer advice on how long each phase lasts, but this varies for everyone so we have included information without specific times.

The time it takes to acclimatize to a new culture depends on a person’s mental agility and well-being, personality, experience with other cultures, level of education, familiarity with languages, and support systems in place.



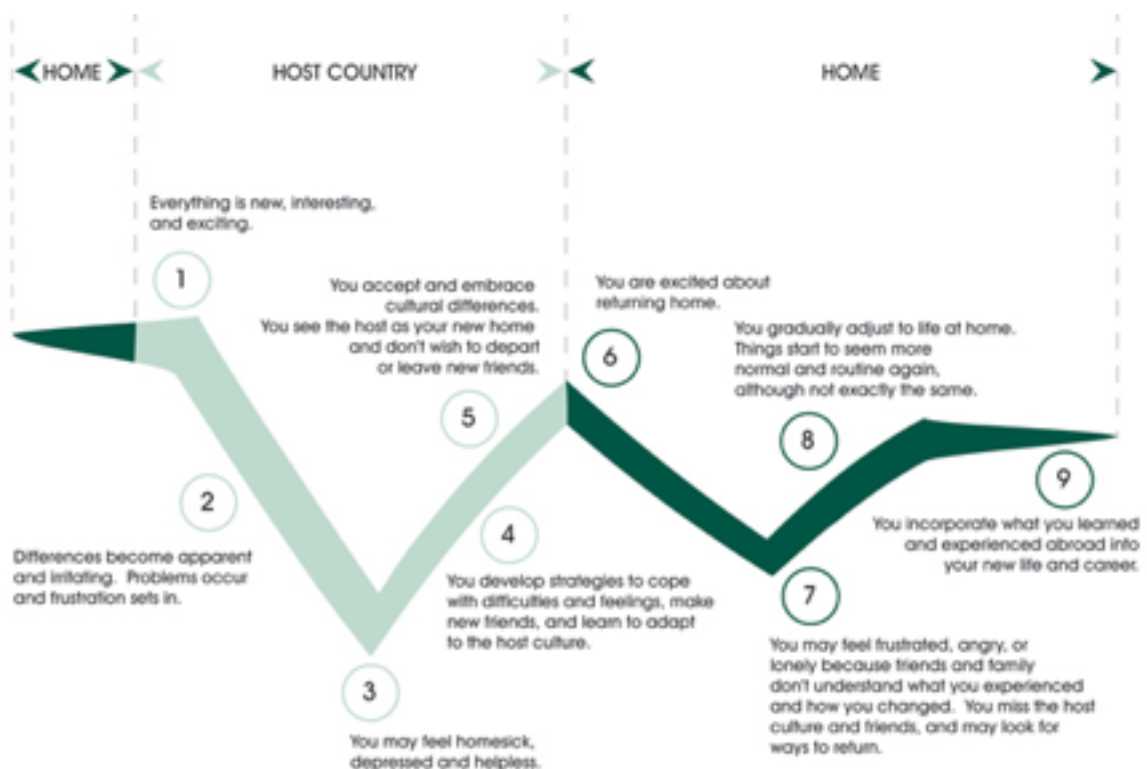
**Phase 1: Honeymoon phase** This is the initial euphoria associated with something new and exciting. Your senses will be pushed to the limit with new sounds, sights, smells and tastes. There will be something new to discover everyday! Combined with this, the weather will be hot, the sea will be warm and inviting, the friendliness of the people and the novelty will be overpowering. The amount of information you receive living in a new culture, with a new home, and a new job can be overwhelming.

**Phase 2: Withdrawal phase** After a while, the differences between your home culture and China will become apparent and you will realize that you are unlikely to quickly be able to function independently here. This lack of control and unfamiliarity can lead to sadness, anger, frustration and dissatisfaction. It may produce periods of disturbed sleep, a loss of appetite, and irritability. You may become preoccupied with health, lack confidence or identity; feel helpless, ignored or disempowered; have a driving desire for familiar foods or comfort foods, being

mainly negative about China; or even become disillusioned with China, the school, your colleagues or local friends.

This is the main 'down' period of culture shock and you may start to feel homesick and miss people who matter to you a lot. It doesn't necessarily help that this phase often coincides with the winter months as well. You may get a double whammy here!

**Phase 3: Recovery** This is the adjustment phase. An individual finally begins to feel as though they are settled in. A daily routine has developed and they become more comfortable with their surroundings and speaking a new language. There is enlightenment. The third stage is characterized by gaining some understanding of the host country: culture, country, and community. You will get a new feeling of pleasure and sense of humor may be experienced. You should start to feel more of a certain psychological balance. During this stage you won't feel as lost and should begin to have a feeling of direction. At this point you are more familiar with the environment and have more of a feeling of wanting to belong.



**Phase 4 – Enthusiasm.** You start to become well integrated. The fourth stage of culture shock is the integration stage when you will probably realize that China has good and bad things to offer you. This integration is period is characterized by a strong feeling of belonging when you will start to define yourself and begin establishing goals in your new home.

You may finally feel a sense of belonging and may have made several friends in your new environment so that you feel at home. By this phase you may have begun to deeply appreciate the culture and even adopt some of your behaviors.

**Phase 5 - Reintegration.** The final stage of culture shock occurs when you return to your home country. This stage of culture shock generally only effects people who have been in China for over six months. You may find that things are no longer the same in your home country. For example, some of your newly acquired customs are not in use in your own country. Your friends have changed, and your family may have as well. You may also have difficulty because your friends and family at home (unless they have lived in other cultures for prolonged periods) will not know how to respond to your new world view and will have no points of reference to understand the changes that have happened to you. You may feel like you don't fit in back home. This, of course, also applies to Chinese nationals who return to China. Their experiences outside China often create difficulties for them reintegrating successfully into their home.

Together, these 5 phases are often called the "W" curve.

## Overcoming culture shock

There is no simple solution to adapting to a new culture. However, when you do so you will have developed your intercultural understanding which is an important facet of developing international mindedness.

Expect culture shock. Be positive, Surround yourself with good people. Accept the differences, get a routine. There are no magic solutions to defeat culture shock. Knowing about it, recognising and communicating about it are the best ways to get over culture shock quickly. Learning about China and learning some Chinese will help as well. Expressing yourself will also help a lot. At QAIS, please ask us for support and share your concerns with us. We can help you directly, or we can find someone who can help you. Sometimes, just sharing your concerns with a sympathetic ear can be enough. You are not in this alone, and all existing teachers at QAIS will know what you are feeling. Go and visit people, go on vacation to some of the wonderful places in Asia, go have a massage and spa!



The effect of culture shock can be both physical and emotional. It is important to know about culture shock as well as understand what it means to you, your family, and the students we are teaching. While it is impossible to define how much, or how long, any individual will be affected by culture shock, it is possible to outline some general effects on individuals, offer advice for you to recognise this in yourself and in others, and how these symptoms can be alleviated or removed.

## How culture shock affects us all

Of course, culture shock is not simply a general issue limited to teachers and their families.

Our school is mainly Anglo-Saxon in culture which can create a culture shock with new entrants to the MYP (not necessarily those from those moving up from the PYP though). This can affect both teachers and students.

This causes students to misread cues and they often do not have the tools to adapt to this foreign culture. For instance, with many Asian cultures, saving face and no direct eye contact are cultural norms - often at odds with both our school's and IB expectations. To work with all students more effectively, we need to be sensitive to the needs of other cultures, and be prepared for our school to move to a more internationally minded direction so that we can all improve and develop our intercultural literacy.

To those more familiar to Anglo-American education the transition to our school culture is relatively easier than other groups. Both student and teacher experiences will depend on a combination of the following:

- culture of the host country (in our case mainland China)
- culture of QAIS as a school entity
- class culture
- culture of the teacher
- culture of the individual student
- the change from teacher-centered to child-centered learning

## Learners in QAIS

Local schooling systems often refer to catchment (the physical and socioeconomic areas from which school students come from). International schools in China have three other main factors that influence student enrollment (see the QAIS Admissions Policy for more information).

- School fees.** This means that students often come from families that work for international companies that pay the school fees or international and local business entrepreneurs who pay their own fees.
- English language proficiency.** Students are accepted to QAIS depending on their language proficiency, although this proficiency changes with the age of students.
- Government regulations.** Government regulations in China mandate that international schools can only accept applications from foreign passport holders or residents from Taiwan, Hong Kong and Macau. Additionally, students may be admitted if they are Chinese passport holders with one or both parents holding a foreign passport, or those who qualify to apply under the regulations of the Qingdao Education Committee.

## Transitional issues with students

At QAIS we have identified a number of issues that students face when transitioning from previous schools to QAIS. Students may be affected by none of these or any combination of them. Additionally, these may be relatively transient or enduring effects. Our aim is to quickly reduce the effects of transition by identifying student needs, and working with students and parents to help find strategies to resolve issues.



**Routines** While routines often change between schools, QAIS is notable in that it has only one break (lunch) which is relatively late. In many Chinese schools students may have a nap time during the day (something children may miss) and ELL students may also lack concentration, be mentally tired, and may even fall asleep toward the end of the day. Movement between classes is something that will be new for many students.



**Subject classes** Some subjects will be totally new to students, but classes may also have subtle differences to their previous expectations depending where they come from. Design will be a new experience for almost all students, while the majority of students will never have had to perform practical science. Students may have pre-existing value judgements about the importance or seriousness of subjects which will tailor their initial dispositions toward learning in each subject.



**Laptops** Computers and the internet can be significant distractions for everyone. Students will not initially have the self-management skills to understand how computers are used for learning and they will have to be explicitly taught in classes. Students will also have difficulties in using ManageBac to access information (including meeting deadlines) and submit work. Finally, ELL students may take short cuts in writing English by using online translating machines and online dictionaries. In the case of Chinese mother-tongue students this often produces incoherent work that contains both arcane and obscure vocabulary.



**Autonomous learning and self-management.** Autonomous learning (that is learning without teacher oversight or direction) is an aim of the MYP, but will be almost diametrically opposite to how many of our students will have been taught. Without teacher oversight and direction, students need to have clear goals and assistance in rapidly developing their self-management skills. Consequently, students may arrive unprepared to work each day because they have forgotten to charge their laptop overnight, forgotten to pack their bags in the evening or misplaced their work tools.



**International-mindedness.** New students may not be open-minded and accepting of others as we may like them to be. International-mindedness will take time to develop in students. Students from outside China may find that they develop culture shock (see above). We should be sensitive to this and realize that QAIS may be one of the more familiar and stabilizing places for international students. Students from inside China may also develop some or all of the symptoms of culture shock as well. ELLs may also tend towards frustration, tiredness, despondency and demotivation.



**Systems and protocols.** Criterion-related assessment will most likely be new for all students. The move towards inquiry based conceptual learning (with its emphasis on demonstrating understanding) and de-emphasis on textbooks, content and recall learning will be a paradigm shift for many students. Self-reporting, self-assessment, critical thinking and other explicit ATL skills will be highly challenging for all new students,

# Teacher Talk

## MYP Faculty Handbook



**DON'T  
PANIC  
AND  
CARRY  
A TOWEL**

# MYP Expectations for Teachers

## Are you doing what it takes?



You know your subject groups



You visit the OCC at least once a week, ask questions on the forum when appropriate, use the support material and make an active contribution to the community.

Grade	Achievement Grade Descriptor
Grade 1	Very Poor: Minimal achievement in terms of the objectives
Grade 2	Poor: Very limited achievement against all the objectives. The student has difficulty in understanding the required knowledge and skills, and is unable to apply them fully in normal situations, even with support.
Grade 3	Moderate: Limited achievement against most of the objectives, or clear difficulties in some areas. The student demonstrates a limited understanding of the required knowledge and skills and is only able to apply them fully in normal situations with support.
Grade 4	Satisfactory: A good general understanding of the required knowledge and skills, and the ability to apply them effectively in normal situations. There is occasional evidence of the skills of analysis, synthesis and evaluation.
Grade 5	Good: A consistent and thorough understanding of the required knowledge and skills, and the ability to apply them in a variety of situations. The student generally shows evidence of analysis, synthesis and evaluation where appropriate and occasionally demonstrates originality and insight.
Grade 6	Very Good: A consistent and thorough understanding of the required knowledge and skills, and the ability to apply them in a wide variety of situations. There is consistent evidence of analysis, synthesis and evaluation where appropriate. The student generally demonstrates originality and insight.
Grade 7	Excellent: A consistent and thorough understanding of the required knowledge and skills, and the ability to apply them almost fluently in a wide variety of situations. There is consistent evidence of analysis, synthesis and evaluation where appropriate. The student consistently demonstrates originality and insight and always produces work of high quality.

You know and use QAIS achievement grade and effort grade descriptors and you can provide supporting evidence for all grades you award to students.



You have an up-to-date copy of your subject guide and you've read it, understand it and follow it!  
 You are familiar with the learner profile, actively model it and use it to promote positive student behavior and attitudes to learning in fitting with life-long learners.  
 You have read and understand the *Projects Guide*, *From Principles into Practice* and other materials relevant to MYP: The Next Chapter.



You are actively collaborating in MYP teams by discussing and developing work with others, sharing good practice, working to help develop and promote exciting and engaging learning, and ensuring standardization of tasks and grading.



You understand, value and support the MYP Projects by striving to develop both action and service in the programme.



You are delivering a concept-based curriculum that is articulated horizontally and vertically in your subject domain. You actively promote relevant and authentic links to other subject domains, work to develop meaningful interdisciplinary units where possible, as well as promote opportunities for inquiry and explore international mindedness. You are delivering a curriculum with multiple teaching strategies and assessments designed for twenty-first century learners and learning which promotes inclusivity by differentiation.



You maintain up-to-date curriculum, informed by reflection, and assessment information on ManageBac. You communicate your assessment tasks, assessment outcomes and report narratives through ManageBac promptly as required by the school.

## MYP Room Messaging

### Essential MYP posters

The following curriculum related items must be sensibly clustered and displayed prominently in each room. They should be used during teaching and learning so they should also be easily accessible for this purpose.

Each poster should be a laminated and A3 size except in rooms with limited space. Large montages are also acceptable (although the limit for lamination at the school is A3).

- A. The MYP Curriculum Model
- B. The QAIS Mission Statement poster (not updated from last year)
- C. The learner profile poster (not updated from last year)
- D. IB Mission statement (not updated from last year)
- E. The Secondary Assessment Grades (will be updated from last year)
- F. Subject specific assessment criteria

These posters will be provided for you.

### Optional (but recommended)

- G. The Ethical practice poster (not updated from last year)
- H. The Animal Experimentation Policy
- I. Individual Learner Profile attribute posters

### Required DP posters

Rooms in use for the Diploma Programme will also be expected to additionally have the DP Curriculum Model.

### Other essential information

All rooms must have the emergency evacuation plan prominently displayed on or by each door.



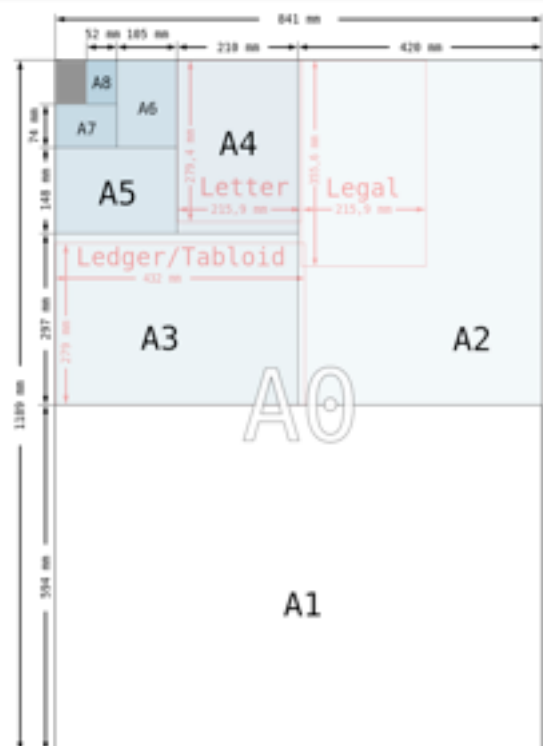
### Paper size

Except for a few North and South American countries, the standard for paper size world-wide is ISO standard which was first published in France in 1798 (during the French Revolution).

The main ISO standard for paper that you will come across is the A standard. If you are used to letter size, then A4 will be the most familiar size. Letter size is slightly wider and shorter than A4. **We exclusively use A4 at QAIS. Please format documents appropriately.**

The largest A standard is A0 that has an area of 1 m<sup>2</sup>. Each smaller size is essentially created by rotating the existing paper by 90 degrees and then halving the paper size.

**Important: Printing letter sized documents to some of our network printers will block the printer. Change your documents to A4 before you print, and don't send letter sized documents by email, for a happy printing experience!**



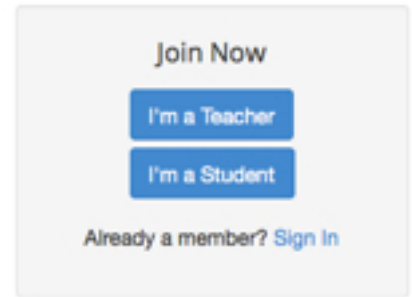
## QAIS Wikis

### Joining wikispaces

Wikispaces is a free to join online wiki. It allows you to join other wikis as well as create your own.

To create a free user account you need to visit <http://wikispaces.com>. If you are not a member, or if you are a member but not signed in, you will see a button to click to join as a teacher.

After you complete registration, you will get an email (and we recommend using a private email address) and **please confirm your email address**.



### QAIS Wikis

There are two main QAIS MYP Wikis that we use to communicate among ourselves. You should be able to edit all the wikis so that you can add or remove information.

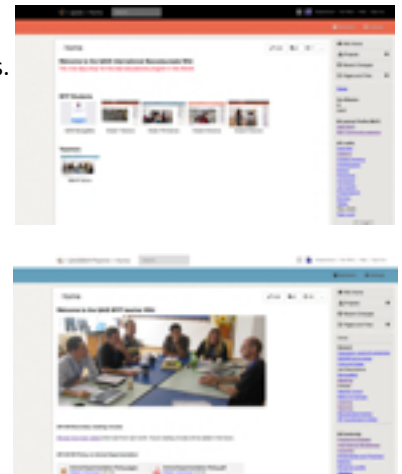
MYP teacher and student wiki. This will eventually contain links to all our wikis and is where we are creating our ATL handbook for teachers and students.

<http://qaisib.wikispaces.com>

MYP teacher wiki. This is our teacher workspace which contains professional links and information.

<http://qaisibmypadmin.wikispaces.com>

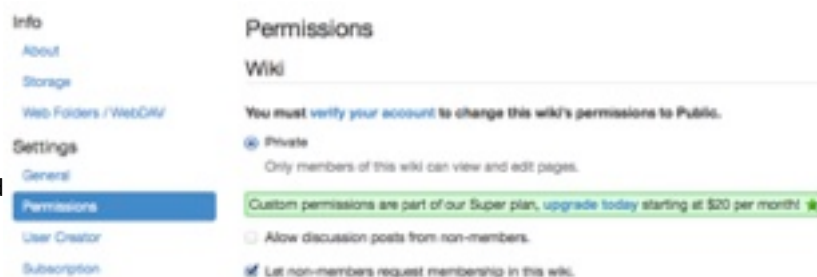
There are other subject specific wikis, and you can create your own K-12 wiki for free. The limitation is that no individual file can be larger than 20 MB.



### Creating a wiki

When you create your own wiki we suggest you use the same URL format as other QAIS wikis.

After you have created a wiki, immediately check that your wiki is private and that non-members can request membership (if you want other students and teachers to join). You can do this through Settings>Permissions.



### Joining a wiki

All school wikis are private. To join a wiki, go the URL of the wikipage and request to join the wiki. The organisers will get an email or online message if they have their wiki open in their browser, and allow you access.



# Communication in the IB World

## Teacher communicating with peers



**Online Curriculum Centre**  
<http://occ.ibo.org>



**Twitter** @ibmyp  
 #ibmyp #MYPchat



**Facebook**  
[www.facebook.com/IBO.org](http://www.facebook.com/IBO.org)



**LinkedIn**  
<http://ow.ly/wf4oF>



**Google Groups**  
 Find one for your subject or start your own!



**Wikispaces**  
 Find one for your subject or start your own!

## IB Professional Development



### Catalogue

<http://www.ibo.org/globalassets/publications/pd-catalogue-2015-en.pdf>

### Online PD

[onlinepd.ibo.org](http://onlinepd.ibo.org)

## More information



**IB Webpage**  
[www.ibo.org](http://www.ibo.org)



**IB Answers**  
[ibid@ibo.org](mailto:ibid@ibo.org)



**YouTube Channel**  
<https://www.youtube.com/user/ibcommunications/featured>



**IB World Magazine**  
 QAIS Library [physical copies]  
 Archives <http://www.ibo.org/en/news/ib-world/ib-world-archive/>  
 Online <http://issuu.com/internationalbaccalaureate>



**IB Store**  
[store.ibo.org](http://store.ibo.org)



**Vimeo**  
<https://vimeo.com/iboorg>



**IB Blogs**  
<http://blogs.ibo.org>



**IB Newsletters**  
<http://www.ibo.org/en/news/newsletter-from-the-ib>



**IB Toolkit** <http://ibo.org/en/digital-toolkit/>

# Communication in the IB World

2015 onwards

## The OCC (Online curriculum centre)

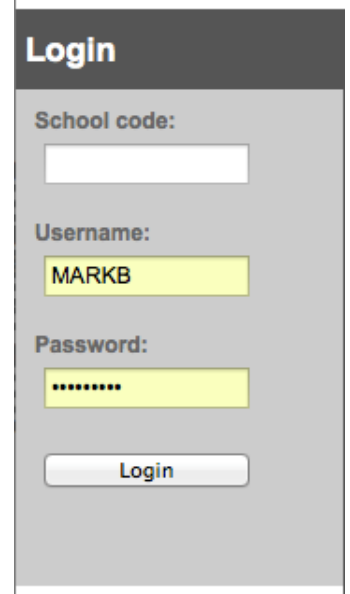
The OCC is the IB's portal for current information about IB programmes, and is also a forum and sharing centre for teachers involved with these programmes.

The information the IB publishes includes: subject guides, position papers, programme implementation material, and teacher support material (such as example assessments). The information is always published in the official language of the IB (English, French and Spanish) and in additional languages depending on the context (including German, Mandarin and Arabic).

### Logging in - the first step

You need our school code, OCC username and password to access the IB online-curriculum centre. The OCC can be found at <http://occ.ibo.org> and the

The first time you login you will need to complete a user registration and profile page.



**Please don't share your login details with anyone. If you or anyone else forgets your password it can be retrieved by the IB Coordinator that issued you with the details in the first place.**

### Quick Guide to Navigation

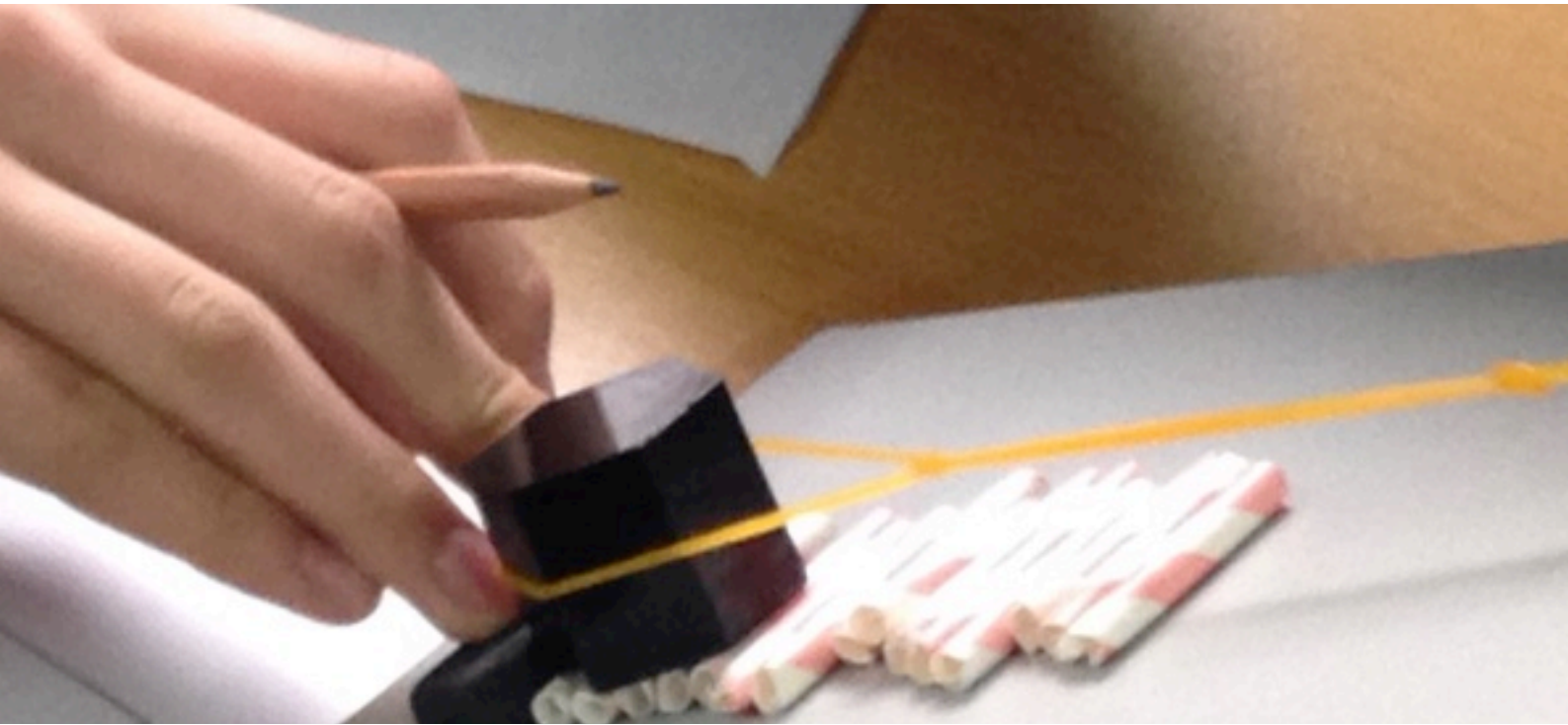
Navigating the OCC is quite straight forward. You can also change language although at the time of writing changing language to Mandarin didn't seem to do anything!

Most documents are available as PDFs, some are only available as online access web pages.

The teacher resource exchange is a place to swap ideas, resources and inspiration. It's a bit hit and miss and varies from absolutely appalling to the bees knees. :-)

# The Curriculum

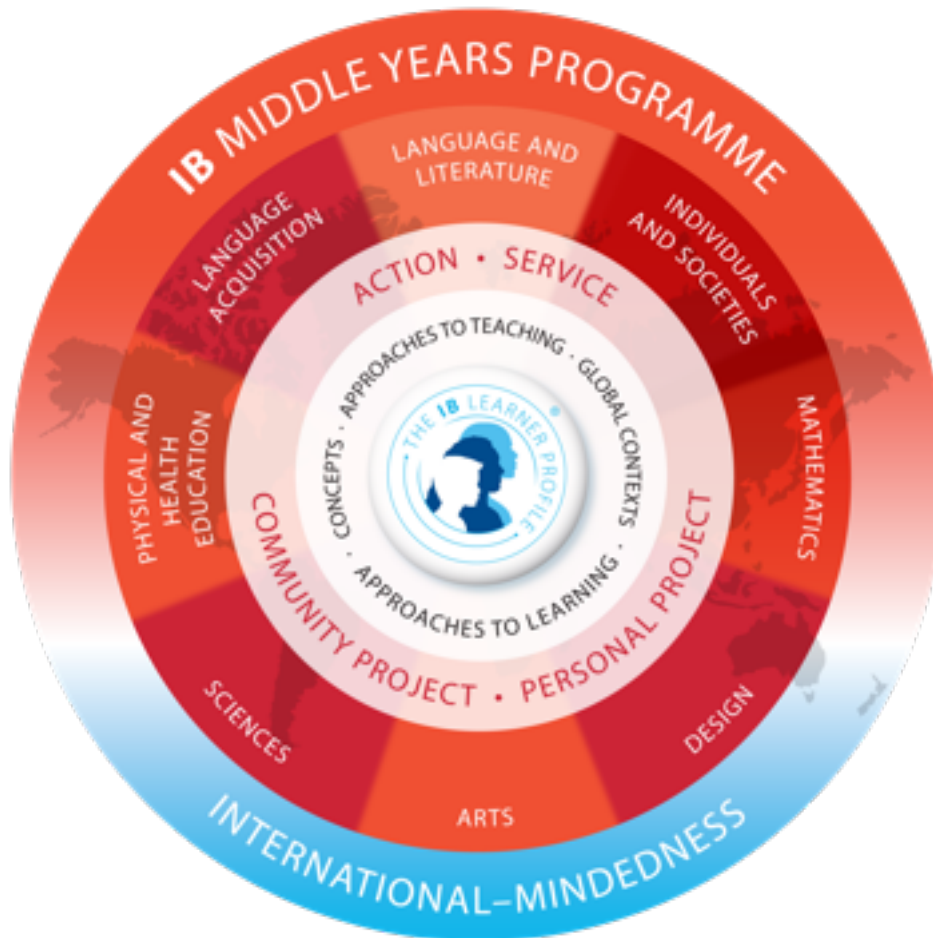
## MYP Faculty Handbook



# Qingdao Amerasia International School MYP Faculty Handbook

2015 onwards

## IB MYP Curriculum Model



The IB curriculum model highlights important shared features of an IB education:

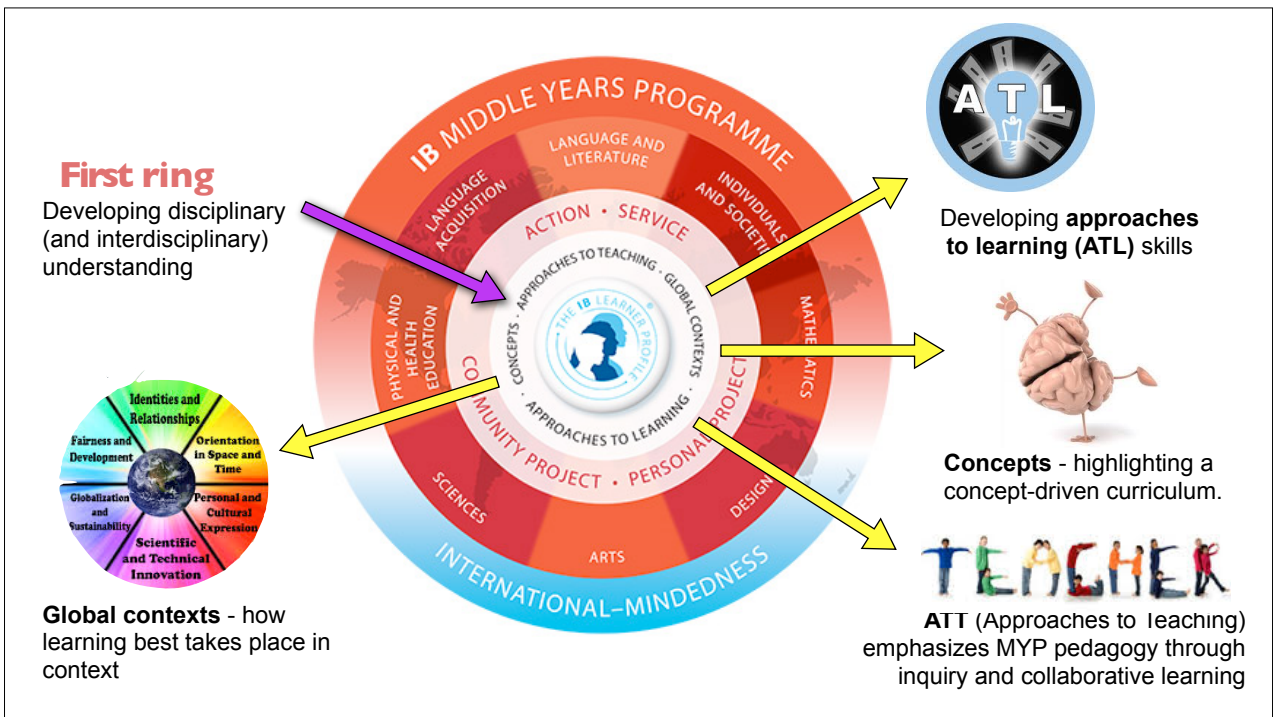
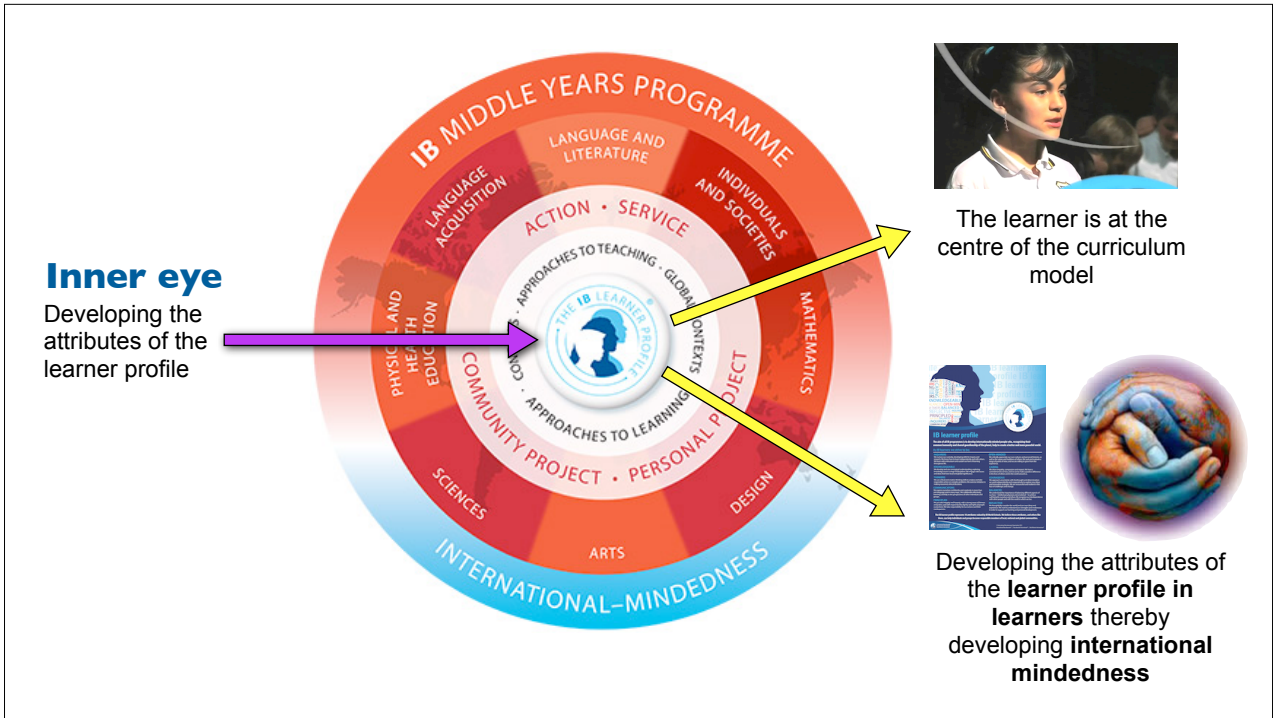
- Developing the attributes of the learner profile
- Approaches to teaching and approaches to learning
- Age-appropriate culminating experiences
- An organized and aligned structure of subject groups or disciplines
- Development of international-mindedness as a primary aim and context for learning



# Qingdao Amerasia International School MYP Faculty Handbook

2015 onwards

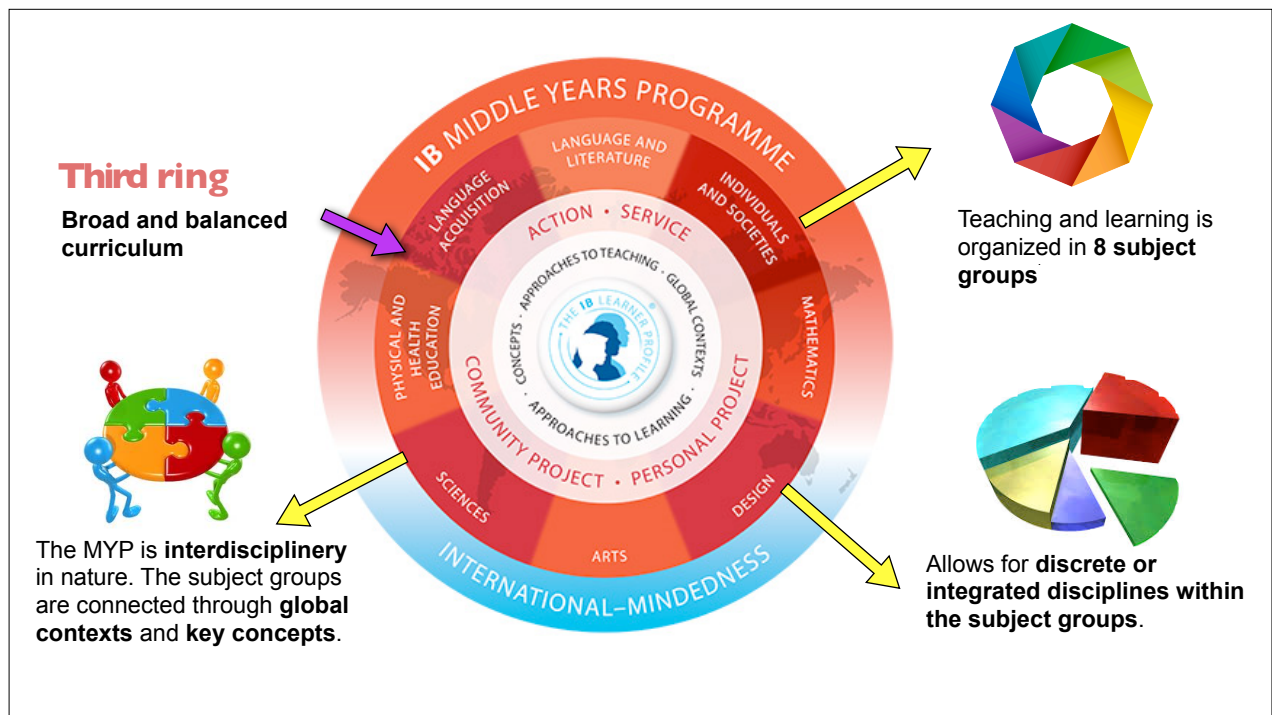
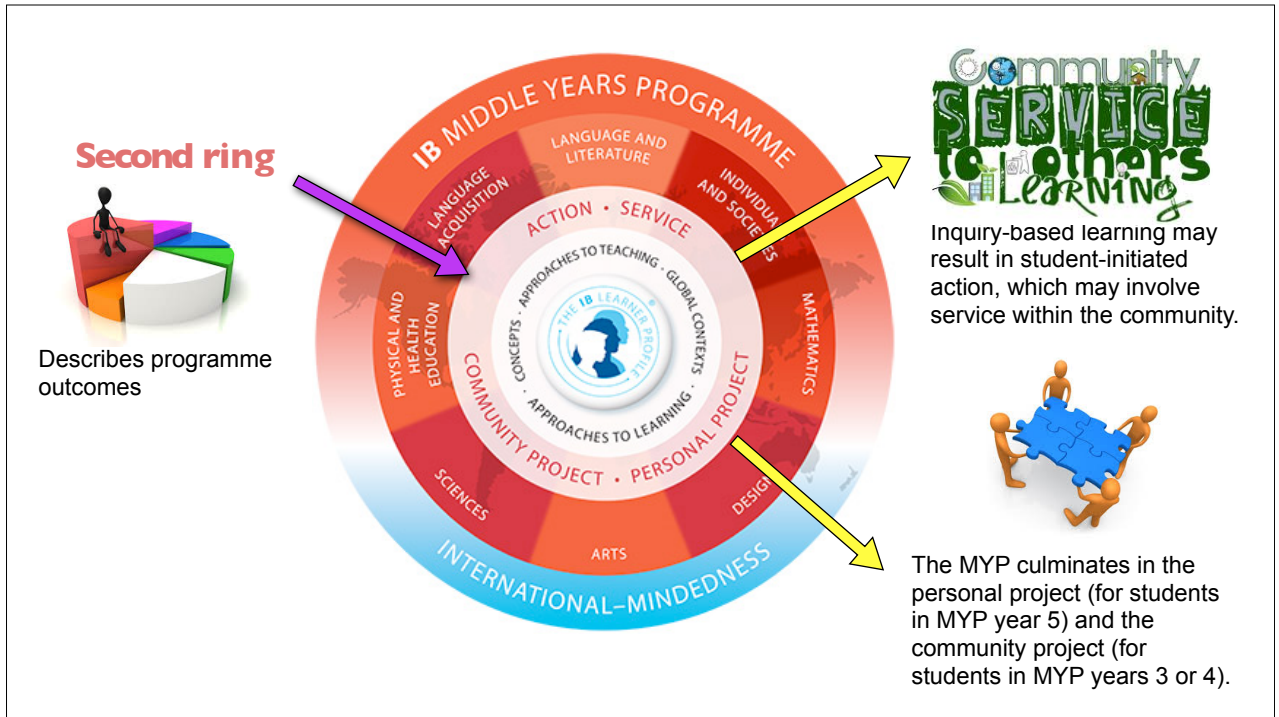
## IB MYP Curriculum Model



# Qingdao Amerasia International School MYP Faculty Handbook

2015 onwards

## IB MYP Curriculum Model



# Qingdao Amerasia International School MYP Faculty Handbook

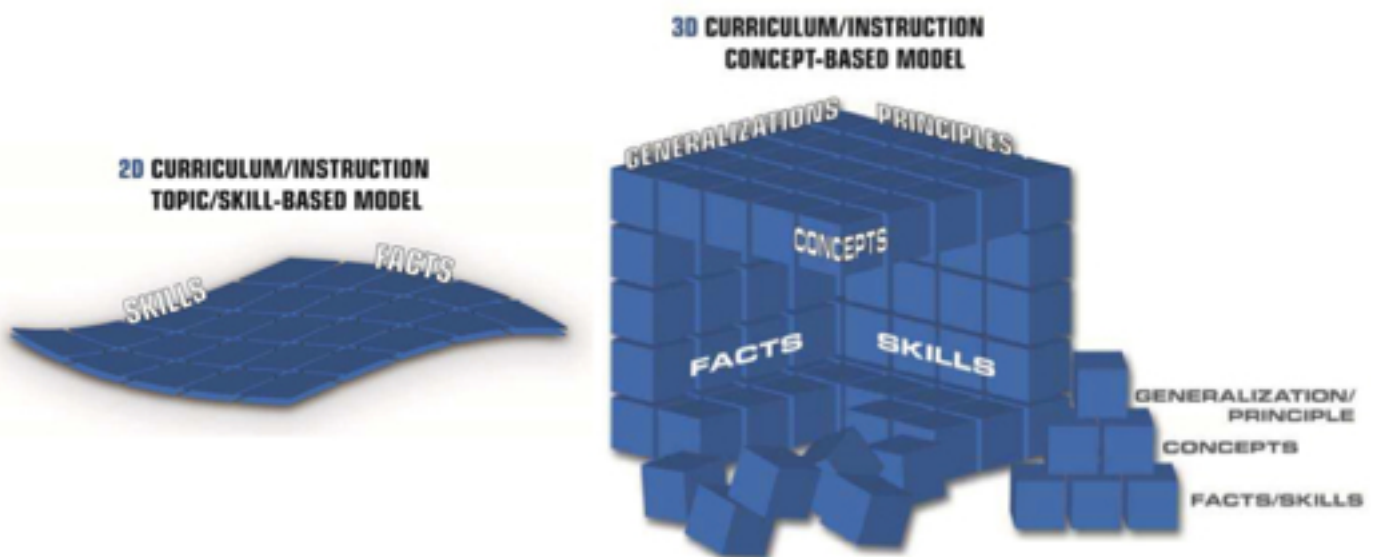
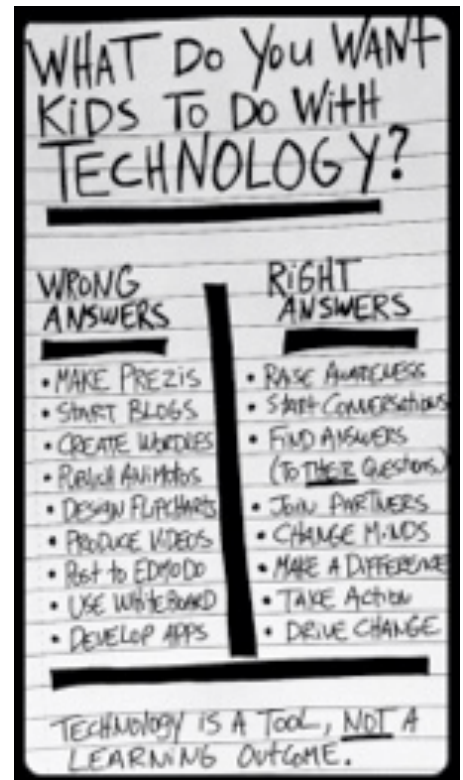
## Concept based curriculum in a nutshell

The MYP is a concept-based curriculum. **Big ideas** sit atop the curriculum. The content is mutable and can be shifted about yet still address the same big ideas.

A concept-based curriculum requires an understanding of synergistic thinking, transfer of knowledge and social construction of knowledge. It can only be delivered successfully if teachers and learners have made the mental shift from a “fact-based” curriculum to a curriculum where facts support the concepts, and where facts are open to critical analysis and exploration from multiple perspectives. The diagram on the right as an example of where we could shift from learning skills or content to bigger concepts. The same principal relates to all other subjects,

In the IB Position paper “Concept-based teaching and learning” by Lynn Erickson, she takes the stance that intellectual development is created by the interplay between facts and concepts. When students try to reconcile the cognitive dissonance between the two, the result is synergistic creating a greater effect on learning than either on their own.

Therefore, she argues, curriculum design should mandate synergistic experiences, and we need to move from a two-dimensional curriculum framework to a three-dimensional curriculum design. Whereas a two-dimensional curriculum relies on factual content and skills with the assumption that conceptual understanding is developed and knowledge is transferred, the three-dimensional curriculum deliberately attends to conceptual understanding and the transfer of knowledge.



This is the perspective on learning that the IB MYP requires teachers work toward and ultimately adopts.

“Three-dimensional models focus on concepts, principles and generalizations, using related facts and skills as tools to gain deeper understanding of disciplinary content, transdisciplinary themes and interdisciplinary issues, and to facilitate conceptual transfer through time, across cultures and across situations. Three-dimensional models value a solid base of critical factual knowledge across the disciplines, but they raise the bar for curriculum and instruction by shifting the design focus to the conceptual level of understanding. This focus necessarily requires a supporting role for factual knowledge.”

(Concept-based teaching and learning by H. Lynn Erickson, p.4)

From two-dimensional instruction ... [facts and skills based]	To three-dimensional instruction [concept based instruction]
Goal of increased factual knowledge and skill development	Goal of increased conceptual understanding supported by factual knowledge and skills, and the transfer of understanding across global contexts.
Teacher relies heavily on lecture to disseminate factual knowledge. [Sage on the stage approaches.]	Teacher facilitates student inquiry into important interdisciplinary and disciplinary knowledge, topics and issues using one or two key concepts as the conceptual draw. [Guide on the side approaches.]
Instruction and learning experiences focus on factual examples and definitions of concepts with <i>assumed</i> conceptual understanding.	Instruction and learning experiences utilize concepts along with factual content to ensure synergistic thinking. The teacher deliberately uses concepts to help students transcend the facts.
Teacher posts objectives for each lesson	Teacher posts factual, conceptual and debatable questions to engage interest and facilitate synergistic thinking.
Rooms are organized in ranks and files to ensure that students are attentive to the teacher's instruction.	Rooms promote group work to facilitate shared social inquiry, collaboration, synergistic thinking and problem-solving. Students may work independently, in Pairs or other groupings, or across global contexts using many tools including the internet and other communication tools.
Teacher orally summarizes the learning related to the objectives at the end of the lesson.	Teacher uses inductive techniques to draw the statement of conceptual understanding from students near the end of the lesson and posts the central or supporting ideas for later connections to future topics in the curriculum. Students support their understanding with accurate facts as evidence of synergistic thinking,
Assessments measure factual knowledge and skills.	Assessments of conceptual knowledge tie back to a central concept or supporting idea by incorporating specific language from the idea in task expectations.
Teacher focuses on covering the required curriculum (often completing a specified course book or worksheets).	Teacher focuses on student thinking or understanding. The teacher is cognizant of each students ability to think synergistically.

**Key concepts** are timeless macro-ideas that transcend disciplines (such as order, systems, change). These supply breadth to the unit of work. Key concepts have relevance to the subject group being taught, but are also applicable across subject groups. This way they facilitate both disciplinary and interdisciplinary learning and provide fertile ground for inquiry.

**Related concepts** are discipline-specific and build depth of understanding in the subject area. These also permit both disciplinary and interdisciplinary learning. Together, the key concepts and related concepts provide the Big Ideas, facilitate synergistic learning that endures through space, time and cultures, and can provide universal understandings. All concept statements begin with the phrase: "Students will understand that ..."

The concepts are then used to enhance student understanding of the learner profile.

Additional conceptual understandings, "supporting ideas", which are five to eight concepts per unit designed to guide formative work. These are derived from the key concepts and related concepts.

# Qingdao Amerasia International School

## MYP Faculty Handbook

### Support and inspiration

#### Educational Philosophy

*What we value*

Consider: Fundamental concepts, IB Mission and School Mission, Work units that incorporate QAIS and IB values are important in developing and reinforcing our beliefs with all stakeholders. Learning values is valued learning!

#### School Organization

*Methodology*

Consider: Fundamental concepts, implementation, MYP Subject Guide, school policies, our commitment to language teaching in all subjects.

#### Teacher Style and Approach (Approaches to Teaching)

*The Curriculum*

Consider: Global concepts, subject specific concepts, MYP Subject Guide, IB learner profile, having an engaging and fun lesson

#### Learner Style and Approach (Approaches to Learning)

*Learning styles, Approaches, Expectations*

Consider: MYP Subject Guides, assessment criteria, IB learner profile, inquiry learning, differentiated work and a variety of tasks and challenges.

#### Assessment

*Summative and formative assessment. Teacher, Peer and Self-assessment.*

Consider: MYP Subject Guide, assessment criteria, letting the students develop the assessments.

#### Content and resources

*Choosing material, interdisciplinary work, global contexts, backwards by design.*

Consider: MYP Subject Guide, assessment criteria, other disciplines, international mindedness, mother-tongue languages, professional reading and what you and your classmates were interested in at your target groups age.

### Maintaining the curriculum

- You are required to prepare an IBMYP curriculum for teaching and learning which is appropriately challenging and interesting for your students.
- Each unit plan you create must be entered on ManageBac.
- You then need to generate and print the PDF version of your unit planner and have this with you in each class as you teach.
- The expectation is that you will write reflections, ideas and comments on this printed copy and after the final assessment has been done, you use the document to complete reflections on your unit planner and make appropriate changes to your planner for the next time it is used.
- You must develop a unit of work (usually over the unit delivery period) which also includes available resources, assessment instructions, and samples of assessed student work and other materials pertinent to the teaching of the unit.

*“What we have found is that teachers take this mass of “understandings” and, with the mindset of they have to “cover” all this and make sure the students “learn” this, crowd the unit with too much material. All of this is with the hope that the students will gain the “understandings” articulated in their planning documents.*

***This is shotgun learning.***

*This approach fundamentally undermines the opportunity students can gain to frame their understanding inside a powerful context. If we, as a teaching profession, want to develop students to be performance oriented in their learning, we must first clearly and logically articulate what we are intending the students to understand and what skills they are to develop and then align the learning to accomplish those goals.”*

**Adrian Bertolimi, ACS D edge blogpost**

# Qingdao Amerasia International School MYP Faculty Handbook

## What's in a Unit of Work guide

Units of work comprise the whole sum of teaching and learning experiences with students and should be able to be easily followed and understood by another teacher from the unit alone.

It is beyond the scope of a handbook to state precisely what should be in every unit because subjects vary so much in how they are taught.

However, the following is guidance of what the majority of planners contain across subject groups, as well as materials that have been included from individual or just a few subject groups.

**Cover page** - often an A4 version of a larger poster designed to show for room display that has the unit title, SOI, global concepts and key concepts together with the target MYP grade. Sometimes a simple cover stating the information without graphics.

**Unit planner** - this must include the planner printed out from ManageBac. It may also include evidence of planning as well such as an alternative versions (such as the word version) or planners that contain feedback from other teachers.

When the unit is completed, the unit planner needs to be updated and replaced back in our "unit library." *Please ensure that sufficient reflection has been done before, during and after teaching and written in the planner.*



**Unit overview** - this is sometimes a one page simpler visual plan of what the learning experiences are.

**Core values** - the planning sheet which relates aspects of the unit to service and action, the learner profile and international mindedness. This can be meaningfully shared with students.

**Learning experiences** - worksheets, task details, language strategies and anything else related to teaching and learning materials including printouts of photos and exemplars of student activities.

**Assessed formative and summative work** - work that has been marked and assessed according to the MYP criteria. Three or four assessments should be sufficient which clearly show how they were assessed and how the mark was awarded to from a more able, less able and moderately able student if possible.

**Examples of products** - such as photographs, digital video or audio. Sometimes, copies of the physical product may be included if they of the appropriate physical form.

**Anything else that seems appropriate!**

Core IB MYP values for The Senses unit of work

Attribute	What opportunities do we have for developing learner profile attributes through this unit?
<b>Inquirers</b>	How much can our senses tell us about the world around us? Can I work independently in scientific inquiry? Can I work well in groups when doing inquiry?
<b>Knowledgeable</b>	Do you understand how the five "classical senses" are different from our current understanding of multiple senses? Can you explain, in detail, how one sense works, the difficulties a person has when they lose senses, and how they can compensate for that missing sense?
<b>Thinkers</b>	What evidence do we have that we see the same colours? Is there any evidence that some people see fewer colours than other people, or see more colours than other people? How can we ensure that people who lack hearing or sight can be treated with dignity and respect?
<b>Communicators</b>	Which role did each person play in your group presentation of the senses and how effectively did each person play that role? (Include the planning, research and development of the presentation as well as the delivery and reception of feedback).
<b>Principled</b>	When we do peer assessment of our presentations, give your feedback as honestly as you are able according to the assessment criteria.
<b>Open-minded</b>	Are are people who lack senses treated in your culture/country? Do you have examples where you have seen different perspectives in the way people are treated in different cultures?
<b>Caring</b>	How can we lose senses? What is it like to lose senses or regain senses? How can we help others who have lost their senses? How much evidence of the world can we build up with missing senses? How can we make a positive difference to people around us who lack specific senses? How can we make the world safer so that people's senses are not damaged?
<b>Courageous</b>	What were the big challenges for you in this unit on the senses? Explain how you approached those challenges and what you learned from them.
<b>Reflective</b>	What new skills, concepts and vocabulary have you developed in this unit? What have you learned through this unit, and which misconceptions have been corrected or made you consider alternative viewpoints? How can you change your approaches to learning to ensure you more out of your science learning?
<b>Service as Action</b>	How could we make this school more accessible (both physically and information-wise) to people who have reduced senses or lack a specific sense? What action could we take as a class to take action to ensure we use our senses safely in school, in our homes, or later in life?

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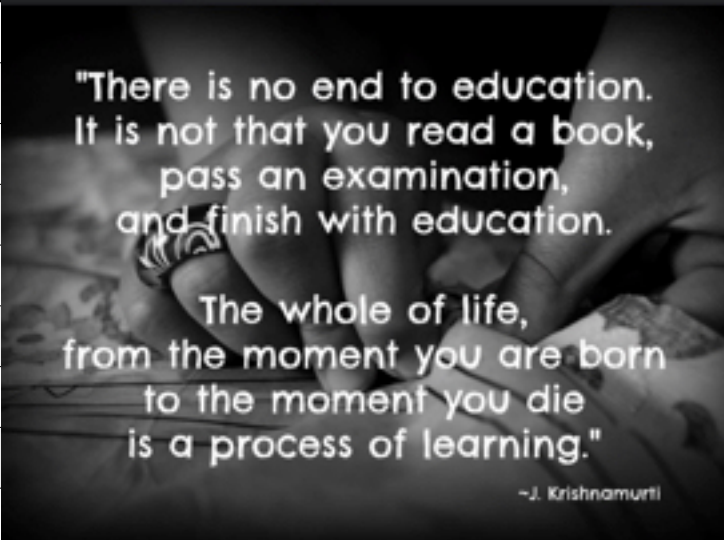
## MYP Faculty Handbook

### Approaches to Learning (ATL)

Life-long learners need learning skills! If you reflect on your own learning you may have had them explicitly or implicitly taught and they may have come from your teachers, parents or peers. You may even have read about them or sought them out. However, would you have benefited with a systematic and explicit approach to developing your learning skills?

ATL skills are the way we measure success in producing lifelong learners in the MYP, and increasingly the skills are being more explicit throughout the learning domains of the IB Diploma Programme.

We can generalize the key skills of creating lifelong learners as follows:

Key skills of lifelong learners	
Setting their own learning goals	 <p style="font-size: 1.2em; margin: 0;">"There is no end to education. It is not that you read a book, pass an examination, and finish with education. The whole of life, from the moment you are born to the moment you die is a process of learning."</p> <p style="font-size: 0.8em; margin: 0;">~J. Krishnamurti</p>
Planning their own studies	
Inquiring using effective and relevant questioning	
Generating motivation and perseverance	
Processing information effectively and accurately	
Learning in flexible and diverse new ways	
Critically thinking about knowledge and learning	
Reflecting on the process and content their achievements	
Adjusting their learning	

### ATL skills in the MYP

ATL skills in the MYP are an integral part of learning. In planning, learning experiences/tasks are associated with specific objectives and linked with explicitly taught ATL skills. The IB framework groups ATL skills into five specific categories and ten clusters of skills.

ATL skill categories	MYP ATL skill clusters
Communication	I. Communication
Social	II. Collaboration
Self-management	III. Organization
	IV. Affective
	V. Reflection
Research	VI. Information literacy
	VII. Media literacy
Thinking	VIII. Critical thinking
	IX. Creative thinking
	X. Transfer

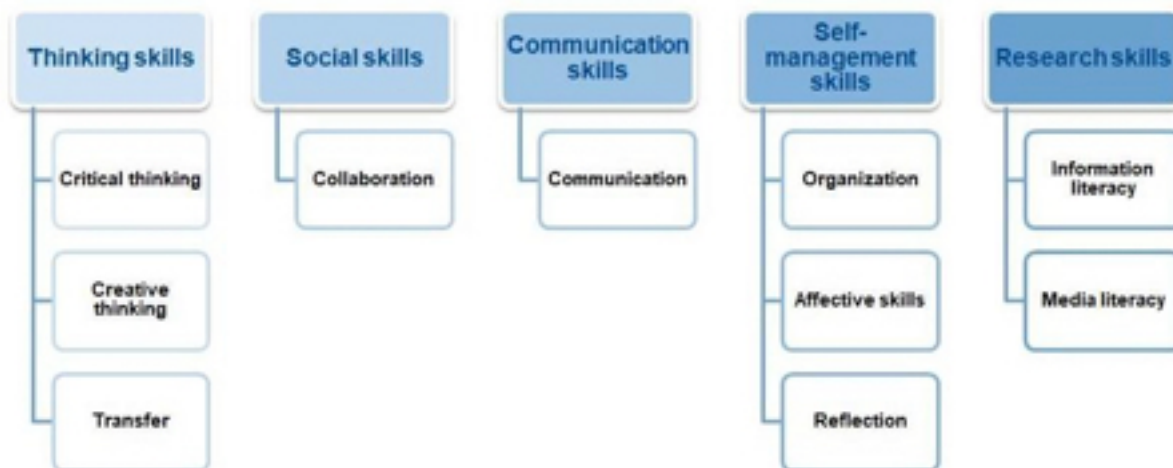
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## MYP Faculty Handbook

Each category and cluster contains many specific ATL skills (see the following pages) and many skills overlap between categories and clusters. The MYP command terms are also closely linked to ATL skills.

As a school we do not need to teach every skill, but we do need to develop an ATL framework which responds to our local circumstances, needs and requirements (which may also vary between academic years) and map where these skills are being delivered in the curriculum. ManageBac has the tools to analyze where these skills are being delivered once all of our unit plans have been entered.

**All teachers in MYP schools are responsible for integrating and explicitly teaching ATL skills.**



### ATL skill in the curriculum

ATL skills can often be a specific focus for teaching and learning, and in a concept driven curriculum the explicit teaching and assessment of ATL skills enables students to be better self-regulated (independent and autonomous) learners. There are many ways to assess the development of ATL skills in an individual, although student reflection will often play a major role in this, but these are not formally reported. ATL assessment is only formative in nature.

### ATL competence

Students can self-assess any specific ATL skill development along a continuum from beginner to expert. The table below summarizes the four stages that the IB suggests we use.

Title	Key term	Process	Explanation	Summary
Novice	Beginning	Observation	Students are introduced to the skill, and can watch others performing it	I can see it
Learner	Developing	Emulation	Students copy others who use the skill and use the skill with scaffolding and guidance	I can copy it
Practitioner	Using	Demonstration	Students employ the skill confidently and effectively	I can do it
Expert	Sharing	Self-regulation	Students can show others how to use the skill and accurately assess how effectively the skill is used	I can teach others

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### QAIS ATL Skills Framework

Skill Category	Skill Cluster	Cluster number	Applicable models
<b>Communication</b>	<b>I. Communication skills</b>	<b>Exchanging thoughts, messages and information effectively through interaction</b>	
		1	Give and receive meaningful feedback Instant Feedback Formula
		2	Use intercultural understanding to interpret communication Hidalgo's Three Levels of Culture, body language, IBLP Open-minded, IM
		3	Use a variety of speaking techniques to communicate with a variety of audiences Presentation Planning & Toastmasters
		4	Use appropriate forms of writing for different purposes and audiences 4 Purposes of Writing: Narrating, Description, Exposition, Persuasion: RAFTs
		5	Use a variety of media to communicate with a range of audiences
		6	Interpret and use effectively modes of non-verbal communication Body language, mime, charades, "Color, symbol, Image Routine" (visible thinking)
		7	Negotiate ideas and knowledge with peers and teachers
		8	Participate in, and contribute to, digital social media networks
		9	Collaborate with peers and experts using a variety of digital environments and media
		10	Share ideas with multiple audiences using a variety of digital environments and media Think Win-Win
		<b>Reading, writing and using language to gather and communicate information</b>	
		11	Read critically and for comprehension 7 Strategies for Critical Reading
		12	Read a variety of sources for information and for pleasure
		13	Make inferences and draw conclusions
		14	Use and interpret a range of discipline-specific terms and symbols
		15	Write for different purposes 4 Purposes of Writing: Narrating, Description, Exposition, Persuasion: RAFTs
		16	Understand and use mathematical notation
		17	Paraphrase accurately and concisely RAP - Read, Ask, Paraphrase
		18	Preview and skim texts to build understanding Skimming & Scanning
		19	Take effective notes in class 5 Methods of Note-Taking: Cornell, Outline, Charting, Sentence & Mapping,
		20	Make effective summary notes for studying 5 Methods of Note-Taking: Cornell, Outline, Charting, Sentence & Mapping,
		21	Use a variety of organizers for academic writing tasks 5 Methods of Note-Taking: Cornell, Outline, Charting, Sentence & Mapping,
		22	Find information for disciplinary and interdisciplinary inquiries, using a variety of media
23	Organize and depict information logically 5 Methods of Note-Taking: Cornell, Outline, Charting, Sentence & Mapping,		
24	Structure information in summaries, essays and reports 4 Purposes of Writing: Narrating, Description, Exposition, Persuasion: RAFTs		
<b>Social</b>	<b>II. Collaboration skills</b>	<b>Working effectively with others</b>	
		1	Use social media networks appropriately to build and develop relationships Wikispaces discussions
		2	Practise empathy Johari's Window, INSIGHT, outrospection (Roman Krznarik - RSA)
		3	Delegate and share responsibility for decision-making Belbin Team Roles
		4	Help others to succeed Belbin Team Roles
		5	Take responsibility for one's own actions Situational Leadership, developing initiative not compliance
		6	Manage and resolve conflict, and work collaboratively in teams Belbin Team Roles
		7	Build consensus Rhizome Co-op
		8	Make fair and equitable decisions Rhizome Co-op, Tug of War, Options Diamond & Does It Fit? (visible thinking)
		9	Listen actively to other perspectives and ideas HURIER Model, Circle of viewpoints (visible thinking)
		10	Negotiate effectively Persuasion Tool Model
		11	Encourage others to contribute Belbin Team Roles
		12	Exercise leadership and take on a variety of roles within groups Belbin Team Roles
		13	Give and receive meaningful feedback Instant Feedback Formula
14	Advocate for one's own rights and needs Belbin Team Roles		

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Self-management	III. Organisation skills	<b>Managing time and tasks effectively</b>	
		1	Plan short- and long-term assignments; meet deadlines Eisenhower Matrix, Gantt
		2	Create plans to prepare for summative assessments (examinations and performances) Study Planner
		3	Keep and use a weekly planner for assignments Study Planner
		4	Set goals that are challenging and realistic SMART Goals
		5	Plan strategies and take action to achieve personal and academic goals PDCA Cycle
		6	Bring necessary equipment and supplies to class Study Planner
		7	Keep an organized and logical system of information files/notebooks PDCA Cycle
		8	Use appropriate strategies for organizing complex information Strategic Thinking, Mind-mapping
		9	Understand and use sensory learning preferences (learning styles)
	10	Select and use technology effectively and productively	
	IV. Affective skills	<b>Managing state of mind</b>	
		1	<b>Mindfulness</b>
		2	– Practise focus and concentration COMP
		3	– Practise strategies to develop mental focus COMP
		4	– Practise strategies to overcome distractions COMP
		5	– Practise being aware of body–mind connections COMP
		6	<b>Perseverance</b>
		7	– Demonstrate persistence and perseverance Know your values, Know what you want to achieve, Create a Plan, Prioritise, Reward Yourself
		8	– Practise delaying gratification Know your values, Know what you want to achieve, Create a Plan, Prioritise, Reward Yourself
		9	<b>Emotional management</b>
		10	– Practise strategies to overcome impulsiveness and anger AMP
		11	– Practise strategies to prevent and eliminate bullying AMP / Control Inner Chimp
		12	– Practise strategies to reduce stress and anxiety Control the Inner Chimp
		13	<b>Self-motivation</b>
		14	– Practise analysing and attributing causes for failure Failing Well & Growth Mindset
		15	– Practise managing self-talk 5 Levels of Self Talk
		16	– Practise positive thinking Failing Well & Growth Mindset
		17	<b>Resilience</b>
		18	– Practise “bouncing back” after adversity, mistakes and failures
		19	– Practise “failing well” Failing Well & Growth Mindset
		20	– Practise dealing with disappointment and unmet expectations Failing Well & Growth Mindset
	21	– Practise dealing with change Pygmalion Effect	
	V. Reflection skills	<b>(Re)considering the process of learning; choosing and using ATL skills</b>	
		1	Develop new skills, techniques and strategies for effective learning Reflect, Plan, Act, Observe, Reflect cycle
		2	Identify strengths and weaknesses of personal learning strategies (self-assessment) Reflect, Plan, Act, Observe, Reflect cycle
		3	Demonstrate flexibility in the selection and use of learning strategies
		4	Try new ATL skills and evaluate their effectiveness Reflection Journal?
		5	Consider content
		6	– What did I learn about today?
		7	– What don't I yet understand? KWHL, KWHLAQ
		8	– What questions do I have now?
		9	Consider ATL skills development
		10	– What can I already do?
		11	– How can I share my skills to help peers who need more practice?
		12	– What will I work on next?
		13	Consider personal learning strategies
		14	– What can I do to become a more efficient and effective learner?
		15	– How can I become more flexible in my choice of learning strategies?
		16	– What factors are important for helping me learn well?
		17	Focus on the process of creating by imitating the work of others
		18	Consider ethical, cultural and environmental implications Kolb's Learning Cycle
	19	Keep a journal to record reflections Kolb's Learning Cycle Reflection Journal?	

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<b>Research</b>	<b>VI. Information Literacy Skills</b>	<b>Finding, interpreting, judging and creating information</b>			
		1	Collect, record and verify data	The Big 6 3.1/3.2/4.1/4.2	
		2	Access information to be informed and inform others	The Big 6 1.1/1.2	
		3	Make connections between various sources of information	The Big 6 2.1/2.2, Mind-mapping, "Generate, Sort, Connect, Elaborate" (visible thinking)	
		4	Understand the benefits and limitations of personal sensory learning preferences when accessing, processing and recalling information		
		5	Use memory techniques to develop long-term memory	Chunking Technique	
		6	Present information in a variety of formats and platforms	The Big 6 5.1/5.2	
		7	Collect and analyse data to identify solutions and make informed decisions	The Big 6 3.1/3.2/4.1/4.2	
		8	Process data and report results	The Big 6 6.1/6.2	
		9	Evaluate and select information sources and digital tools based on their appropriateness to specific tasks		
		10	Understand and use technology systems		
		11	Use critical-literacy skills to analyse and interpret media communications	The Big 6 4.1/4.2	
		12	Understand and implement intellectual property rights	Easybib.com MLA	
		13	Create references and citations, use footnotes/endnotes and construct a bibliography according to recognized conventions	Easybib.com MLA	
	14	Identify primary and secondary sources	Sources Guide		
	<b>VII. Media Literacy Skills</b>	<b>Interacting with media to use and create ideas and information</b>			
		1	Locate, organize, analyse, evaluate, synthesize and ethically use information from a variety of sources and media (including digital social media and online networks)	Searching databases (boolean, specificity. Wild cards etc.)	
		2	Demonstrate awareness of media interpretations of events and ideas (including digital social media)		
		3	Make informed choices about personal viewing experiences		
		4	Understand the impact of media representations and modes of presentation		
		5	Seek a range of perspectives from multiple and varied sources		
		6	Communicate information and ideas effectively to multiple audiences using a variety of media and formats		
		7	Compare, contrast and draw connections among (multi)media resources		
	<b>Thinking</b>	<b>VIII. Critical-thinking skills</b>	<b>Analysing and evaluating issues and ideas</b>		
			1	Practise observing carefully in order to recognize problems	Hurons Productive Thinking Model
			2	Gather and organize relevant information to formulate an argument	Toulmin Model
			3	Recognize unstated assumptions and bias	Toulmin Model, Here Now / There Then (visible thinking)
			4	Interpret data	Qualitative and Quantitative Data
5			Evaluate evidence and arguments	Toulmin Model, Reporter's notebook (visible thinking)	
6			Recognize and evaluate propositions	Compass Points (visible thinking)	
7			Draw reasonable conclusions and generalizations	What makes you say that? (visible thinking)	
8			Test generalizations and conclusions		
9			Revise understanding based on new information and evidence		
10			Evaluate and manage risk		
11			Formulate factual, topical, conceptual and debatable questions	5W1H	
12			Consider ideas from multiple perspectives	Six Thinking hats , Issues Matrix, Pros and contras	
13			Develop contrary or opposing arguments	Toulmin Model	
14			Analyse complex concepts and projects into their constituent parts and synthesize them to create new understanding	Chunk Up/Chunk Down, Explanation game (visible thinking)	
15			Propose and evaluate a variety of solutions		
16			Identify obstacles and challenges	Hurons Productive Thinking Model	
17			Use models and simulations to explore complex systems and issues		
18			Identify trends and forecast possibilities		
19		Troubleshoot systems and applications			
<b>IX. Creative Thinking Skills</b>		<b>Generating novel ideas and considering new perspectives</b>			
		1	Use brainstorming and visual diagrams to generate new ideas and inquiries	Brainstorming, Question starts (visible thinking)	
		2	Consider multiple alternatives, including those that might be unlikely or impossible	Random Input, Creative questions, Options explosion, Step inside & See, think, wonder (visible thinking)	
		3	Create novel solutions to authentic problems		
		4	Make unexpected or unusual connections between objects and/or ideas	Attribute Listing, Creative Hunt (visible thinking)	
		5	Design improvements to existing machines, media and technologies	Scamper	
		6	Design new machines, media and technologies	Scamper	
		7	Make guesses, ask "what if?" questions and generate testable hypotheses	Scamper	
		8	Apply existing knowledge to generate new ideas, products or processes	Scamper	
		9	Create original works and ideas; use existing works and ideas in new ways	Random Input	
		10	Practise flexible thinking—develop multiple opposing, contradictory and complementary arguments	Six Thinking Hats	
		11	Practise visible thinking strategies and techniques		
	12	Generate metaphors and analogies	Direct Analogies, Personal Analogies and Compressed Conflicts		
<b>X. Transfer Skills</b>	<b>Using skills and knowledge in multiple contexts</b>				
	1	Use effective learning strategies in subject groups and disciplines			
	2	Apply skills and knowledge in unfamiliar situations			
	3	Inquire in different contexts to gain a different perspective			
	4	Compare conceptual understanding across multiple subject groups and disciplines			
	5	Make connections between subject groups and disciplines			
	6	Combine knowledge, understanding and skills to create products or solutions			
	7	Transfer current knowledge to learning of new technologies			
8	Change the context of an inquiry to gain different perspectives				

This ATL skills framework is available as an excel document on the staff wiki



Use ManageBac to develop your Unit Planner  
Use the official MP unit planner template

**OPTIONAL**

- The questions frame the scope of the study but do not limit student initiated inquiry questions.
- The questions are drawn from the SOI.
- The factual questions are open so that there will be several variations in answers.
- The conceptual questions start with "How ..." or "Why ..." or something similar.
- The conceptual questions unpack a concept or a relationship between concepts.
- The debatable questions start with "Do ..." or "Is ..." or something similar.
- The debatable question will provoke discussion.

Select the group you want to plan for. Think about a unit you would like to develop. It can be based on your interests, student interests, or perceived student needs.



Add more inquiry questions, but not too many. The fewer there are, the easier planning and student learning will be.

Deepen the inquiry by creating lines of inquiry that embed key and related concepts.

**OPTIONAL**

Make an entry in the "Prior to teaching the unit" reflections section of the unit planner to outline your initial thoughts.

Think of possible responses to the questions, similar to the ones students could come up with.

Adjust on the basis of possible responses

Identify the key and related concepts and a global context for this unit.

Use the statement of inquiry to design three inquiry questions for the unit: one factual, one debatable and one conceptual

Synthesize the concepts and the global context to produce the statement of inquiry (SOI).

- The statement of inquiry does not use proper nouns, personal nouns or pronouns.
- The verb is present tense.
- It contains at least two concepts and a reference to the global context.
- It is a transferable idea supported by factual content.

Proper nouns - names of people, places or organizations (UN, Ulan Bator, Una)  
Personal noun - noun created from another noun, verb or adjective (terrorist, employee, teacher). Personal pronouns - I, you, we, he, she, me, you, her, it, us etc.

- There is a demonstrated relationship between the summative assessment task(s) and the SOI.
- The task allow for each of the selected objective strands to be met.
- The task allow students to engage with the concepts of the unit
- The task allow students to engage with the global context of the unit
- The task give students the opportunity to reach the highest descriptor band for each strand
- The command terms are used appropriately and effectively in the task
- The summative assessment is an authentic task, aligned to real world experiences

Adjust until the summative assessment task and objectives meaningfully align

Design a summative assessment related to the SOI which addresses the objective strands. Use GRASPS to develop depth and complexity.

Identify which of your subject's objective(s) could provide an authentic summative assessment task for your unit.  
Don't choose too many objectives or you risk losing focus and coherence.

## MYP Unit Planner Flow Chart

Mark Brierley 2015 v.1.2 2015-01-06

How will you formatively assess each learning experience?  
How will you differentiate each learning experience so that it is as inclusive as it can be to all students?

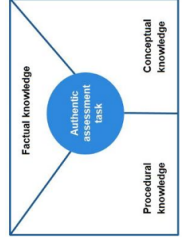
Can I include International Mindedness, learner profile attributes, Service as Action and school mission and values in this unit of work?

Create task specific clarifications for all your formative tasks. Analyze the tasks to break them down into simpler steps, redraft the objective strands clarify the expectations of any given task with direct reference to the published assessment criteria.



Goal: "Your task is ..."  
Role: "You are a ..."  
Audience: "Your audience is ..."  
Situation: "The challenge involves dealing with ..."  
Product, Performance or Purpose: "You will create a ... in order to ..."  
Standards and criteria: "Your performance needs to ..."  
From Wiggins & McTighe: Understanding by Design

Use the Y-chart below to create formative learning experiences each based around one of factual, procedural or conceptual knowledge to help students build towards the summative assessment.



Create a task specific clarification for your summative assessment task. Think about how you clarify the objective to promote student success. Clarifying phrases such as "At least..." "Not more than..." or "A range of..." can help a lot.

Analyze the objective strands to locate the ATL skill(s) within the category and cluster. Add the ATL skills in the following format:  
In order for students to [strand], students must [skill indicator]

- These ATL skills will be the skills to be explored in the unit.
- These ATL skills will be explicitly taught
- These ATL skills align with the objectives
- These ATL skills are essential for student success in the unit

Each strategy helps students to be metacognitive thinkers of self-regulated learners

Create a teaching and learning strategy for each of these skills. [These go in the Learning Process box of the Action section of the planner]

Unit Planner Check list	Status
<b>INQUIRY: ESTABLISHING THE PURPOSE OF THE UNIT</b>	
<b>Key Concept:</b> Chosen from the list of 16, specific to the subject area	<input type="checkbox"/> yes <input type="checkbox"/> no <input type="checkbox"/> other
<b>Related Concepts:</b> One or more related concepts are clearly identified and evident in the planning of the unit	<input type="checkbox"/> yes <input type="checkbox"/> no <input type="checkbox"/> other
<b>Global Contexts:</b> Is there a justification for the context that fits with the Statement of Inquiry?	<input type="checkbox"/> yes <input type="checkbox"/> no <input type="checkbox"/> other
<b>Statement of Inquiry:</b> Are there clear links with the concepts and contexts and an obvious goal?	<input type="checkbox"/> yes <input type="checkbox"/> no <input type="checkbox"/> other
<b>Inquiry Questions:</b> Is there a minimum of one factual, one conceptual and one debatable inquiry question?	<input type="checkbox"/> yes <input type="checkbox"/> no <input type="checkbox"/> other
<b>Objectives:</b> Have these been identified and suitable for the unit?	<input type="checkbox"/> yes <input type="checkbox"/> no <input type="checkbox"/> other
<b>Assessment tasks:</b> Are these open ended and designed to allow students to demonstrate their understanding of the key concept, statement of inquiry, objectives, subject knowledge and use of ATLs?	<input type="checkbox"/> yes <input type="checkbox"/> no <input type="checkbox"/> other
<b>Assessment tasks:</b> Have the assessment task been adequately described and linked to objectives?	<input type="checkbox"/> yes <input type="checkbox"/> no <input type="checkbox"/> other
<b>Assessment tasks:</b> Do the tasks allow for students to use multiple ways to communicate their learning?	<input type="checkbox"/> yes <input type="checkbox"/> no <input type="checkbox"/> other
<b>Assessment tasks:</b> Are a variety of assessment methods used?	<input type="checkbox"/> yes <input type="checkbox"/> no <input type="checkbox"/> other
<b>Assessment tasks:</b> Are the number of assessment tasks required of students realistic?	<input type="checkbox"/> yes <input type="checkbox"/> no <input type="checkbox"/> other
<b>Assessment tasks:</b> Do assessment tasks have an assessment rubric / task sheet included?	<input type="checkbox"/> yes <input type="checkbox"/> no <input type="checkbox"/> other
<b>Assessment tasks:</b> Does the assessment task sheet allow students to achieve the highest descriptor levels?	<input type="checkbox"/> yes <input type="checkbox"/> no <input type="checkbox"/> other
<b>Approaches to Learning:</b> Have 1 or more skill clusters been identified?	<input type="checkbox"/> yes <input type="checkbox"/> no <input type="checkbox"/> other
<b>Approaches to Learning:</b> Have you specifically linked objectives and learning tasks with ATLs?	<input type="checkbox"/> yes <input type="checkbox"/> no <input type="checkbox"/> other
<b>ACTION: TEACHING AND LEARNING THROUGH INQUIRY AND THE LEARNING PROCESS</b>	
<b>Content:</b> Is the content listed appropriate in equipping students with the necessary knowledge and ATL skills to allow them to respond to the inquiry questions, statement of inquiry and assessment tasks?	<input type="checkbox"/> yes <input type="checkbox"/> no <input type="checkbox"/> other
<b>Learning experiences:</b> Are these appropriate to prepare students to respond to the inquiry and assessment?	<input type="checkbox"/> yes <input type="checkbox"/> no <input type="checkbox"/> other
<b>Learning experiences:</b> Has adequate front-loading of activities and timing been detailed?	<input type="checkbox"/> yes <input type="checkbox"/> no <input type="checkbox"/> other
<b>Task and assessment instructions:</b> Are they detailed enough to be followed by another teacher?	<input type="checkbox"/> yes <input type="checkbox"/> no <input type="checkbox"/> other
<b>ATL:</b> Are the ATL links included in activities and detailed enough to show how they are being developed?	<input type="checkbox"/> yes <input type="checkbox"/> no <input type="checkbox"/> other
<b>Differentiation:</b> Are activities varied to cater for differing needs, interests and abilities of students?	<input type="checkbox"/> yes <input type="checkbox"/> no <input type="checkbox"/> other
<b>Challenge:</b> Do activities challenge and engage capable students to think at higher levels (i.e. use cognitively demanding requirements such as applying, analyzing, synthesizing, evaluating, etc.)?	<input type="checkbox"/> yes <input type="checkbox"/> no <input type="checkbox"/> other
<b>Language:</b> Does a sufficient number of differentiated sheltered instruction learning activities scaffold the development of the language skills necessary to be successful in accessing the work?	<input type="checkbox"/> yes <input type="checkbox"/> no <input type="checkbox"/> other
<b>Resources:</b> Are resources identified that support the teaching of the activity and have they been referenced and stored appropriately for ease of access (in the unit or work binder)?	<input type="checkbox"/> yes <input type="checkbox"/> no <input type="checkbox"/> other
<b>Assessment tasks:</b> Are summative assessment tasks available for students at the beginning of the unit?	<input type="checkbox"/> yes <input type="checkbox"/> no <input type="checkbox"/> other
<b>Learner Profile:</b> Are the links to the development of the IBLP obvious in the Learning Experiences?	<input type="checkbox"/> yes <input type="checkbox"/> no <input type="checkbox"/> other
<b>International Mindedness and Action:</b> Have opportunities for both of these been detailed in the planner?	<input type="checkbox"/> yes <input type="checkbox"/> no <input type="checkbox"/> other

# Qingdao Amerasia International School

## MYP Faculty Handbook

### Core IB MYP values

We must address aspects of the core MYP values of the IBLP, SA and IM when unit planning. To help bring this out of the planning documents and into teaching and learning in the classroom please use the core values sheet that will help you to focus on relevant questions and teaching opportunities with your students throughout your unit. You can also share this with your students so that they can also use this as a model to develop their own inquiry questions around the core values. You might also ask the students to develop their own after or during a unit of work.

There is no need to have questions about every LP attribute - especially if the links are weak or tenuous. Focusing on where there are strong links in the unit is far more important. A template is available on the MYP admin wiki.

### Core IB MYP values for The Senses unit of work

Attribute	What opportunities do we have for developing learner profile attributes through this unit?
<b>Inquirers</b>	How much can our senses tell us about the world around us? Can I work independently in scientific inquiry? Can I work well in groups when doing inquiry?
<b>Knowledgeable</b>	Do you understand how the five “classical senses” are different from our current understanding of multiple senses? Can you explain, in detail, how one sense works, the difficulties a person has when they lose senses, and how they can compensate for that missing sense?
<b>Thinkers</b>	What evidence do we have that we see the same colours? <i>Is there any evidence that some people see fewer colours than other people, or see more colours than other people?</i> <b>How can we ensure that people who lack hearing or sight can be treated with dignity and respect?</b>
<b>Communicators</b>	Which role did each person play in your group presentation of the senses and how effectively did each person play that role? (Include the planning, research and development of the presentation as well as the delivery and reception of feedback).
<b>Principled</b>	When we do peer assessment of our presentations, give your feedback as honestly as you are able according to the assessment criteria.
<b>Open-minded</b>	<i>How are people who lack senses treated in your culture/your country? Do you have examples where you have seen different perspectives in the way people are treated in different cultures?</i>
<b>Caring</b>	<b>How can we lose senses? What is it like to lose senses or regain senses? How can we help others who have lost their senses?</b> How much evidence of the world can we build up with missing senses? <b>How can we make a positive difference to people around us who lack specific senses? How can we make the world safer so that peoples’ senses are not damaged.</b>
<b>Courageous</b>	What were the big challenges for you in this unit on the senses? Explain how you approached those challenges and what you learned from them.
<b>Reflective</b>	What new skills, concepts and vocabulary have you developed in this unit? What have you learned through this unit, and which misconceptions have been corrected or made you consider alternative viewpoints? How can you change your approaches to learning to ensure you more out of your science learning?
<b>Service as Action</b>	How could we make this school more accessible (both physically and information-wise) to people who have reduced senses or lack a specific sense? What action could we take as a class to take action to ensure we use our senses safely in school, in our homes, or later in life?

Items in bold may offer opportunities for service as action.

Italic items may allow opportunities for international mindedness

# Teaching and Learning

## MYP Faculty Handbook



# Qingdao Amerasia International School MYP Faculty Handbook

2015 onwards

-9-  
**mindframes**  
a set of beliefs  
**that underpin**  
our actions and decisions

**Mindframe 1** ➔  
**I am an evaluator** 

How am I doing?  
Where to next?  
How am I going to get there?



**mindframe 2** ➔  
**I am a change agent**






**mindframe 3** ⬅️  
**I talk about learning not teaching**

How do you rate yourself?


- ✓ Never
- ✓ Sometimes
- ✓ All of the time



**mindframe 4** ➔  
**I see assessment as feedback to me** 

Who did I teach well?  and who not so well? 

What am I going to do about that?...



**mindframe 5** ⬅️  
**I engage in dialogue not monologue**

Discussion time  
Students: 2 mins  
Teacher: 55 mins



**mindframe 6** ➔  
**I enjoy a challenge**

I made it!



**Oops!**  
...so it's okay to make a mistake!

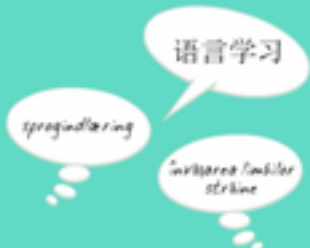
**mindframe 7** ⬅️  
**I develop positive relationships...**



**mindframe 8** ➔

语言学习  
spragindlaring  
invtlarea /imblir strike

**I inform all about the language of learning**



**mindframe 9** ➔

**I see learning as hard work**



# THE IDEAL TEACHER

TAKES RISKS | LAUGHS  
CONNECTS

GIVES CLEAR INSTRUCTIONS

ENGAGES | IS FAIR

KNOWS WHEN TO BE FLEXIBLE | KNOWS CONTENT  
AND KIDS

HAS HIGH EXPECTATIONS

IDEAS COMPILED BY THE FACULTY OF CORINTH MIDDLE SCHOOL (NY)

GRAPHIC CREATED BY: SEAN JUNKINS

# Qingdao Amerasia International School MYP Faculty Handbook

## QAIS Rough Guide to Differentiation

### The necessity for differentiation

The IB and QAIS (through our inclusivity policy) require us to differentiate so as to *include* our students as give them as full access to our programmes as we possibly can. In the IBMYP we need to “address differentiation within the written and taught curriculum, demonstrated in the unit planner and in our teaching environments. This is reviewed during programme verification and evaluation.” (MYP: From Principles to Practice, May 2014, p.28)

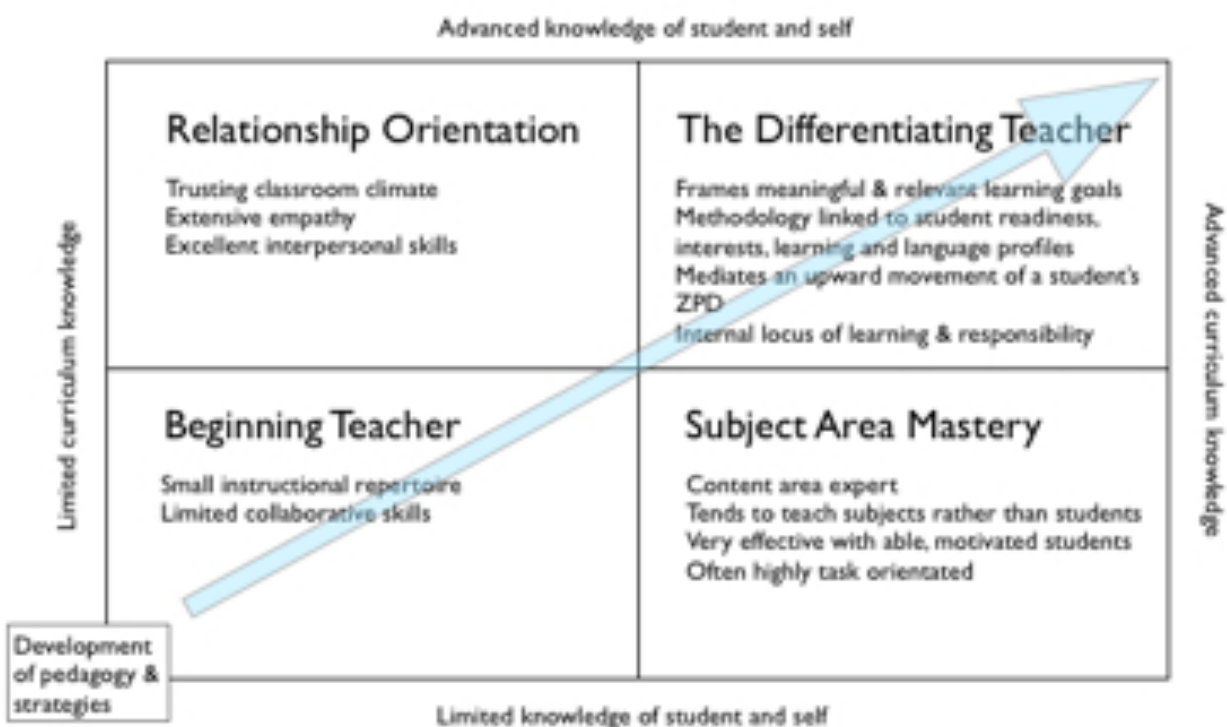
### What is differentiation?

*Differentiation means planning for different levels of ability by identifying the learning needs of individuals and groups in your class, and developing bespoke materials for those individuals and groups that need different levels of support and extension.*

The principle behind differentiation is that in any class, for any learning experience, there is a wide variation in differences among the students. Differentiation should be our professional response to this and our response should involve matching the students with the tasks and the teaching methods by:

- Managing student groups so that students can most effectively learn with and from each other
- Changing aspects or elements of each task, or allowing students to change tasks, to suit how individual students can respond effectively to the tasks
- Applying differing styles of teaching, learning and management strategies

Differentiation is not simply a set of tools or tricks that can be applied by a teacher. It is also not necessary to create an individual lesson plan for each student. Instead, it requires an understanding and mindset that is developed by a teacher developing curriculum expertise in association with knowledge of the student and the teacher’s own teaching style. The diagram below shows a visual relationship between teacher knowledge and teacher effectiveness by identifying four main keys for differentiation (after Powell & Kusuma-Powell, 2012).



# Qingdao Amerasia International School

## MYP Faculty Handbook

### Is differentiation like learning styles?

Starting in 1983, Howard Gardner produced work on multiple intelligences. However, he did not create the notion of learning styles, and Gardner has advocated that the ideas of learning styles are dropped as they are confusing, unproductive, unhelpful and at best ill-conceived.

### Benefits of differentiation?

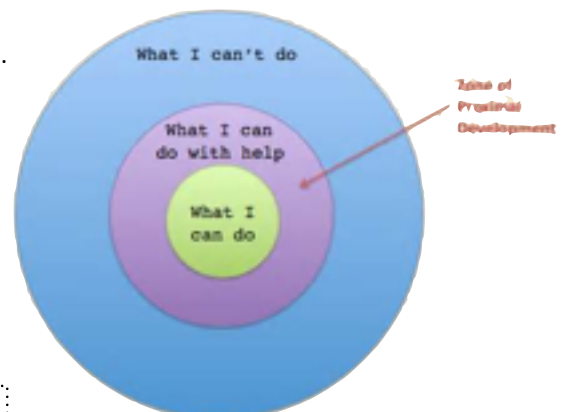
The direct benefit to you is that it can reframe your values and identity as an educator. Differentiation means identifying the learning needs of individuals and groups in your class, and identifying ways that allows you to help those learners to overcome the obstacles to learning successfully.

Examples of ways to differentiate include:

- Groupings to improve motivation, knowledge, skills, understandings
- Leadership
- More or less support/more or less direction
- More or less complex tasks
- How tasks are communicated
- More or less goal oriented or instruction oriented
- Changing the perspective of the task
- Motivation, cooperation
- Bespoke materials for specific groups or individuals

### The road to differentiation

1. Stop considering accumulation of 'content' as the goal, or evidence, of learning, and consider the whole gamut of what learning encompasses for 11-16 year olds.
2. Learn as much as you can about each student. Understand their cultural backgrounds and life histories, linguistic expertise, interests, abilities and limitations so you can individualize their learning instead of assuming that "one size fits all."
3. Teach each person in ways that they find challenging yet supportive. Start to identify their ZPD\* and work towards providing challenges that create cognitive dissonance but at the same time a sense of security for each student.
4. Allow that student to learn in the way that is best for them. While you can point the student to aspects of their learning that they need to be aware of, students learn best the way they feel most comfortable with. Don't force students to learn in different ways.
5. Pluralize your teaching. Teach important materials in several ways, not just one (e.g. through stories, works of art, diagrams, role play). In this way you can reach students who learn in different ways. Also, by presenting materials in various ways, you convey what it means to understand something well. If you can only teach in one way, your own understanding is likely to be thin.
6. Don't use dog and pony tricks to short-cut this process. For instance, it is pointless to create three or four variations of worksheets for the class where it is easier to have students differentiate the work themselves.



\*Zone of Proximal Development - a concept originally from Vygotsky but subsequently modified to represent the area of development where a learner needs support to develop. When a learner moves into competency in this zone, the zone expands and the ZPD moves further away from the learner again.

# Qingdao Amerasia International School MYP Faculty Handbook

*Principles of good practice for differentiated learning  
(MYP: From Principles to Practice, May 2014, p.68)*

2015 onwards

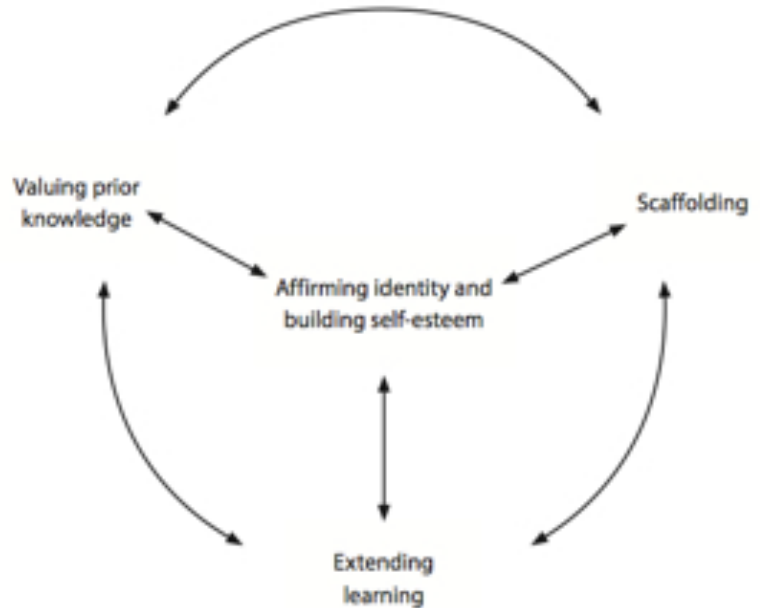
## QAIS Guide to Differentiation

### How do we differentiate?

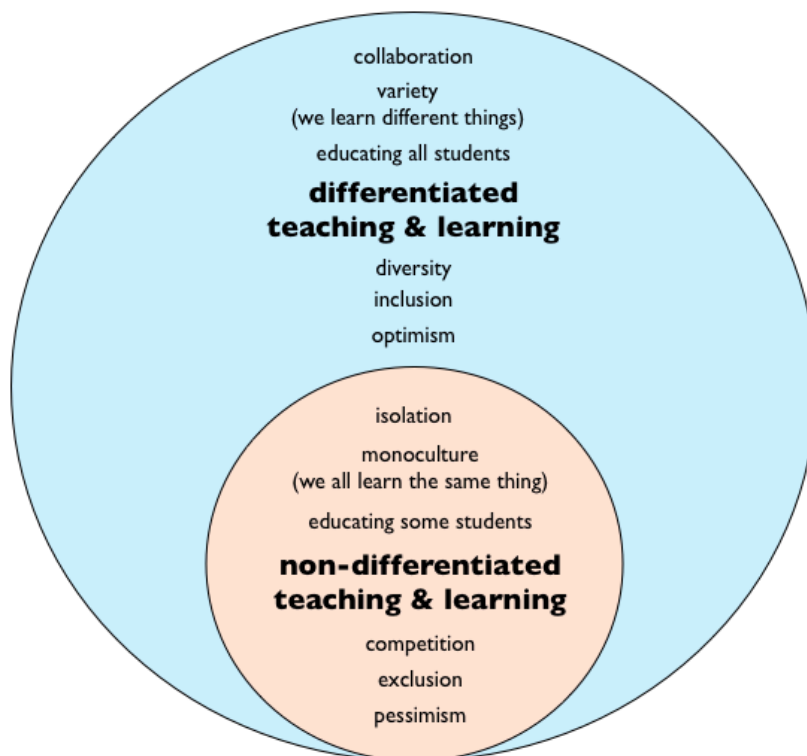
*Differentiation is about taking the core and related concepts of the curriculum and applying different approaches to learning (ATLs) to provide access for the widest range of possible students.*

For background examine the documented information we have about our students. This should include the language profile as well as the admissions information to determine cultural experiences and educational background. Further information will be available on ManageBac.

*As a teacher, you can differentiate teaching and learning by providing examples (work samples or task-specific clarifications of assessment criteria); structuring support (advance organizers, flexible grouping, peer relationships); establishing interim and flexible deadlines; and adjusting the pace of learning experiences.*



- Managing student groups so that students can most effectively learn with and from each other.
- Changing aspects or elements of each task to suit individual student needs and their learning styles
- Applying differing styles of teaching, learning and management strategies
- To facilitate differentiation teachers need to give different amounts of support to individuals and groups, and this may involve a different set of resources and challenges for different students.



# Qingdao Amerasia International School

## MYP Faculty Handbook

### QAIS Guide to Differentiation

#### Benefits of differentiation?

*Differentiation means identifying the learning needs of individuals and groups in your class, and developing bespoke challenges, pathways and materials for those individuals and groups.*

Working towards differentiation can reframe your values and identity as an educator. In order to improve the differentiation in your teaching and learning you can try a few changes at a time to explore and develop the experience necessary to ultimately promote better learning in your classroom.

#### Partial resource list

Teachers need to investigate available resources and consider what additional resources might be necessary for the unit. Important resources to consider include:

- instructional materials and classroom technologies
- textbooks and other written and visual texts
- teaching materials developed by businesses and not-for-profit organizations
- educational games and simulations
- teaching aids and manipulatives
- learning environments beyond the classroom
- students' diverse languages and cultures
- families, experts and other primary sources in the school and the community
- school, university and community libraries
- digital resources, including the internet.





# Qingdao Amerasia International School

## MYP Faculty Handbook

### Inclusion



#### What is inclusion?

Often terms such as Special Needs or Special Educational Needs (SEN) are used to describe students who have learning difficulties. However, in practice the SEN label is a medical deficit model which tends to promote exclusion. It can include students on the autism spectrum, students identified as ADH or ADHD, students who think differently, have emotional challenges, or simply students that are a bit disorganized.

Within the context of a school, all students can be accommodated depending on the degree of specialist attention that can be given, or the physical access and support within the school. As a small school with limited resources we cannot accept students who we are unable to cater for educationally, although we try our best to admit students who we feel that we can currently provide a fulfilling and nurturing education.

In short, we try to be inclusive of all learners and accommodate their needs as best we can. This is the basis of our QAIS inclusivity policy.

Knowing the life stories of Helen Keller, or Steven Hawking .... would we really want to exclude them from our classrooms? Wouldn't we want to embrace them in our classes and see how they could really make a difference to class understanding and development? Some notable people who has problems with inclusion in education because of differences include:

Tom Cruise/Alexander Graham Bell- Severe Dyslexia

Bruce Willis/Winston Churchill - severe stutterers

F.D. Roosevelt - crippled by poliomyelitis

Thomas Edison - Severe hearing loss/dyslexia and considered unsuitable to be schooled.

Albert Einstein - probable mild form of Asperger's syndrome

Richard Feynman/Vincent van Gogh - synesthesia

Stevie Wonder - Blind from birth

George Patton - close to illiterate

Cher - dyscalculia

Beethoven - deafness

Peter Dinklage - Achondroplasia

A strong case is made for inclusivity, not just in schools but in society, by Temple Grandin in her TED talk - [http://www.ted.com/talks/temple\\_grandin\\_the\\_world\\_needs\\_all\\_kinds\\_of\\_minds#](http://www.ted.com/talks/temple_grandin_the_world_needs_all_kinds_of_minds#)

Temple Grandin, diagnosed with autism as a child, talks about how her mind works — sharing her ability to "think in pictures," which helps her solve problems that neurotypical brains might miss. She makes the case that the world needs people on the autism spectrum: visual thinkers, pattern thinkers, verbal thinkers, and all kinds of smart geeky kids.

# Qingdao Amerasia International School

## MYP Faculty Handbook

### Inclusion

#### Why should we include anyone different from the “norm”?

The norm is an idealized concept. We all need support in some aspect of our lives and to a greater and lesser extent and sometimes this has to be formalized although most of the time it is formal.

The concept of inclusion leads directly to the concept of differentiation and that we should be providing opportunities that stretch a learner but allow them to be successful in learning. Additionally, we should be flexible in allowing students to show what they have learned.

Inclusion also leads to the concept of International Mindedness and understanding how to interact with other cultural groups in society.

Image: <http://www.graphicsdb.com/img126999.htm>



#### How do we work towards improving inclusion?

We must recognize that inclusion is:

- a bespoke model, and not a factory education model
- an ongoing process
- responding to an individual's needs in each situation
- creating a culture of collaboration, trust, inquiry, support and mutual respect
- identifying and removing barriers to learning

Additionally, we need to remember that learning provision is contextual and ask ourselves for each of during teaching and learning four big questions:

- What does inclusion look like in my classroom context?
- Where am I and each of my students on the inclusion continuum?
- What are the challenges I am facing and they are facing?
- What are the possible strategies I need to create to reduce their barriers to learning?
- 

Then, we need to share our experiences and knowledge at collaborative meetings



**Further reading:** Kershner, R. (2009) Learning in Inclusive Classrooms in Hick, P., Kershner, R., Farrell, P. Psychology for Inclusive Education: London, Routledge

# Qingdao Amerasia International School

## MYP Faculty Handbook

### Sheltered Instruction and SIOP

Sheltered instruction is a set of teaching strategies, designed for teachers of academic content, that lower the linguistic demand of the lesson without compromising the integrity or rigour of the subject matter. It was originally designed for content and classroom teachers who teach in English but it is applicable for all languages and all language learning. The benefits are for ELL students, as well as native English speakers with a variety of learning styles.

At QAIS, in line with our policy and the IB policy of all teachers being language teachers we expect teachers to deliver all classes with SIOP preparation. SIOP planning should be clear inside the unit planner learning process. To help, the following SIOP lesson checklist is adapted from Ecchevarria *et al.*

#### Preparation

- Content objectives are clearly written for students.
- Content objectives are age and background appropriate.
- Language objectives are clearly written for students.
- All teaching resources are identified (realia, visuals, exemplars, etc.)
- Differentiate student materials for student access
- Ensure meaningful objective related tasks with integrated language opportunities

#### Building Background

- Concepts explicitly linked to students' backgrounds and experiences.
- Explicitly link past learning and new concepts.
- Emphasize key vocabulary (e.g., introduce, write, repeat, and highlight) for students

#### Comprehensible input

- Use speech appropriate for students' proficiency level (e.g., slower rate, enunciation, simple sentence structure for beginners).
- Explain academic tasks clearly.
- Use a variety of techniques to make content concepts clear (e.g., modelling, visuals, hands-on activities, demonstrations, gestures, body language).

#### Strategies

- Provide ample opportunities for students to use specific ATL skills (e.g., problem solving, predicting, organizing, summarizing, categorizing, evaluating, self-monitoring).
- Use scaffolding techniques consistently (providing the right amount of support to move students from one level of understanding to a higher level) and that formative assessments build towards summative assessments.
- Use a variety of question types and experiences to promote higher-order thinking skills for your subject.

#### Interaction

- Provide frequent opportunities for interactions and discussion between teacher/student and among students, and encourage elaborated responses.
- Use group configurations that support language and content objectives of the lesson.
- Provide sufficient wait time for student response consistently.
- Give ample opportunities for students to clarify key concepts

#### Practice/Application

- Provide hands-on materials and/or manipulatives for students to practice using new content knowledge.
- Provide activities for students to apply content and language knowledge in the classroom.
- Provide activities that integrate all language skills (i.e., reading, writing, listening, speaking).

#### Lesson Delivery

- Support content objectives clearly.
- Support language objectives clearly.
- Engage students on-task 90-100% of the time
- Be aware of appropriate pacing for each child

#### Review/Assessment

- Comprehensively review key vocabulary
- Comprehensively review key concepts
- Provide feedback to students regularly on their output (e.g., language, content, work).
- Conduct assessments of student comprehension and leaning throughout lesson on all lesson objectives (e.g., spot checking, group response).

#### Resources:

CAL SIOP Model Resources

Ecchevarria, J., Vogt, M.E., & Short, D. (2000). Making content comprehensible to English language Learners: The SIOP model.

Pearson SIOP Model Resources <http://siop.pearson.com/tools-resources/index.html>

## The design of worksheets, tests and instructions

The way that printed materials are designed for students is often overlooked by teachers, and we may be modelling bad habits from our own experiences. However, it's never too late to change bad habits and for learners well-designed worksheets help with comprehension and allow students to work with the information effectively.

Here are the most important points to consider and while you do so remember that what may seem customary or 'normal' to you may not be best practice. This is particularly true if you have been taught typing skills rather than word processing skills (or your teacher taught you typing skills on a word processor). There's much relearning to do.

**A. Legible typeface or font.** In the classroom, the font is to text as your voice is to speech. If you want to use a "fun" font in your text think of it as you speaking in a funny voice in class. It may be exciting for a few moments but would you want to do that all the time (or listen to your teacher speaking all the time in a funny voice)? That said, there is evidence that fonts that resemble handwriting - without being handwriting (such as comic sans) - allow students to recall information as well as read it more effectively than a basic but clean font. Clarity doesn't always lead to comprehension. However, these studies were done with native English speakers and not with students who had English as an additional language.

The rule of thumb is attractive and simple, and one rule that should always be enforced is a maximum of two fonts on a page: sans-serif fonts are the most legible. One font may be sufficient and the only reason to use two fonts would be if a slightly different font was used for headings than body text.

comic sans - remarkably readable	<i>handwriting fonts</i> - hard to decipher	Times & Garamond - serif, classy, but not the best
Calibri, Ariel & Helvetica - sans-serif and the most legible of all fonts		Courier - monospaced with low legibility

**B. Appropriate emphasis.** As teachers we often want to draw attention to specific words and phrases, and there are a variety of ways of doing this. The most appropriate ways of doing this are **bold text** (for headings subheadings, and specific words in text) and *italic text* (for specific words in text). Coloured text can also be used, but if this is **overdone it can make the text illegible**. Restrained **highlighting** can also emphasize text effectively although this is usually reserved for post-printing emphasis by students. Forget underlining though, it simply lowers readability which is why many web pages now avoid underlined hyperlinks. In Chinese, the official method of emphasis in body text is the 'emphasis mark' (着重号) which consists of a dot under characters to be emphasized. This is quite difficult to do and western methods are often used (inappropriately).

**C. WORDS IN CAPITAL LETTERS** (also known as ALL CAPS). Capitals were once used for emphasis on old typewriters. Electric typewriter technology in the early 1980s eventually allowed bold characters to be printed which made using all caps superfluous although it is still in use by some publishers today. Several studies show that all caps reduces legibility resulting in a decrease of reading speed by 9 - 19% in native speakers of English. The reason is usually attributed to all caps lacking the ascenders which are used in both letter recognition and word recognition (native speakers read by using the shape of words and not individual letters). Inter-letter spacing is reduced also in all caps which hinders lexical access. Word recognition is faster with san-serif fonts.

In the last two decades, the use of all caps in all circumstances on the internet is read as shouting. Unless you mean to shout at someone, avoid all caps in all situations except for acronyms.

"A typeface is designed to be used with capital and lowercase letters. That's because, from a physiological standpoint, lowercase letters are easier to read. They're more distinguishable, they have ascenders and descenders, they have modulated widths, and all this creates a texture that's easier and more pleasing to the eye. Capital letters don't have that." Jonathan Hoefler, founder of the Hoefler Type Foundry.

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**D. Punctuation and spacing.** Word processors and desktop publishing programs are not typewriters. In typing, students are taught to put a double space after the period at the *end of a sentence*. This was because typewriters produce text where every letter has the same space (a monospaced font) so adding two spaces improved the legibility of text by accentuating the end of sentences. Computer fonts are kerned so that each letter takes up the space that makes it most legible - and even consider neighbouring letters to calculate the space between letters. While studies about text legibility and double spacing between sentences show a decrease in legibility, this difference has not been shown to be significant. However, related studies suggest that it does reduce legibility. Not only that, it increases document length which is not good. Furthermore, typographers will tell you though that the use of a single space is canonical and is brought on by studies of readability.

Less contentious is a single space after all colons, semi-colons, commas and periods but no space before. The punctuation is placed directly after the preceding letter.

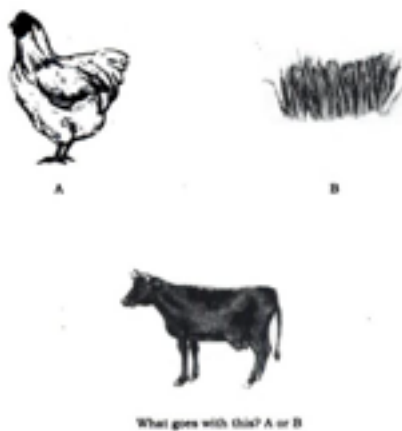
However, not only do two spaces break the flow of a text, but they can create rivers of spaces in a text that can make text far more difficult to read for everyone and even more so for dyslexic readers. To improve readability for all students, use shorter paragraphs and increase line space to 1.5.

Finally, avoid adding a period to a heading or sub-heading as this considerably reduces comprehension. We have no idea why, but there is considerable evidence to say that it does.

**Aoccdrnig to a rscheearch at Cmabrigde Uinervtisy, it deosn't mtttaer in waht oredr the lttteers in a wrod are, the olny iprmoetnt tihng is taht the frist and lsat lttteer be at the rghit plcae. The rset can be a toatl mses and you can sitll raed it wouthit porbelm. Tihs is bcuseae the huamn mnid deos not raed ervey lteter by istlef, but the wrod as a wlohe.**

**E. Diagrams.** Diagrams are often culturally linked, and may need explaining to students unfamiliar with your cultural paradigm. The examples below come from "The Geography of Thought." Studying the left-hand diagram, Western students tend to group the cow with the chicken (classification by categories) because they are both animals. Asian students tend to group the cow with the grass because they are more attuned to relationships.

The diagram to the right is a recall task where Asian students produced 60% more references to the background and overall environment than American students who tended to focus only on the three fish in the foreground.



**Recall Task**



**F. White space (or layout).** When you look at a printed page, it is very important that the page doesn't appear as one long block of text, or a giant block of text tightly squashed around a few pictures. The printed page for non-native speakers in your subject needs visual clues for them to locate where they are at any time (and numbering lines is not a substitute for good layout although can help when analyzing texts). It also needs space for them to write their own notes in the target language or their mother-tongue. Paying attention to where the blocks of white space can drastically increase legibility, readability and usability.

# Qingdao Amerasia International School

## MYP Faculty Handbook

For visually impaired students, often white type on black backgrounds is for more readable. Most word processors can do this and operating systems have special tools to help students with visual impairments.

With word processors and web tools, text can easily be justified in several ways. Studies have shown that by far the most comprehensible text is to have the heading and left-hand side justified (left-flush) and the right-hand side unjustified (ragged-right). This gives the greatest number of visual clues to any reader as to where they are when reading a text.



### Further reading:

Cognition and brain sciences unit, University of Cambridge. <http://www.mrc-cbu.cam.ac.uk/people/matt.davis/cmabridge/>

Diemand-Yauman et al. (2011). Fortune favors the bold (and the italicized): Effects of disfluency on educational outcomes. *Cognition* 118:1 pp.111-115.

Eppler, M and Ge, J (2007) Communicating with diagrams: how intuitive and cross-cultural are business graphics? Results of image sorting experiments with strategy students in the United Kingdom and China. (Of interest if just to look at the 30 different types of visualization methods on page 6.)

Everson, M. E. (2011). Word recognition among learners of Chinese as a foreign language: Investigating the relationship between naming and knowing. *The Modern Language Journal*, 82(2), 194-204.

Nisbett, R (2004). *The Geography of Thought: How Asians and Westerners Think Differently... and Why?*

Western Michigan University: Style Writing Guide. <http://wmich.edu/writing/readability>

Wheildon, Colin (1995). *Type and Layout: How Typography and Design Can Get your Message Across - Or Get in the Way.*

### Translating dictionaries

Simple translating paper dictionaries are allowed for non-MT speakers (excepting those students who study English language and literature) in all examinations and assessments and during class except for language acquisition and language and literature subjects. Common sense also says that if there is a subject-based vocabulary test then dictionaries would not be appropriate.

The student's responsibility is to provide their own dictionary. Dictionaries should not be shared during tests, and teachers should take the time to check that the dictionaries have no writing or notes inside them.

Electronic dictionaries and computers cannot be used in examinations and should be discouraged in class.

MYP students need the appropriate combination of the following paper dictionaries:

**MT English speakers:** A simple English dictionary. These **cannot** be used in any examinations.

**MT Chinese speakers:** A simple Chinese dictionary. These **cannot** be used in any examinations.

**Students not in Chinese language and literature classes:** A simple translating dictionary from their MT to Chinese. These **cannot** be used in examinations.

**Students not in English language and literature classes:** A simple translating dictionary from their MT to English. These **can** be used in examinations.

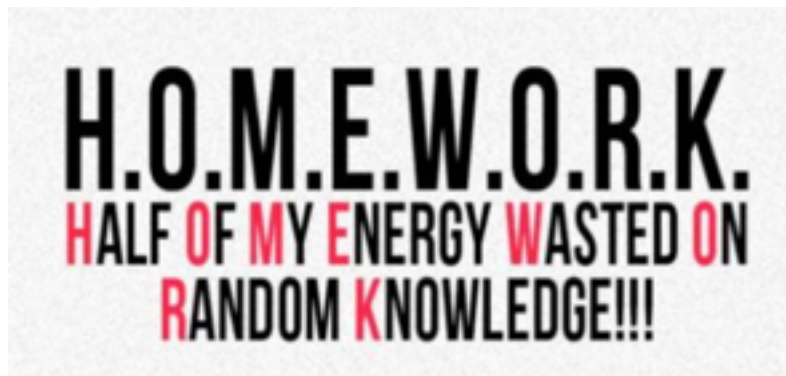


Simple dictionaries are defined as being approximately A5 size and without pictures, diagrams, maps, photographs or tables.

## Homework

Please adhere to the following principles when giving homework

- A. The homework objective should align with the aims and objectives of the unit of work and/or with the larger aims and objectives of the IB and QAIS.
- B. The homework should be engaging and exciting whenever possible.



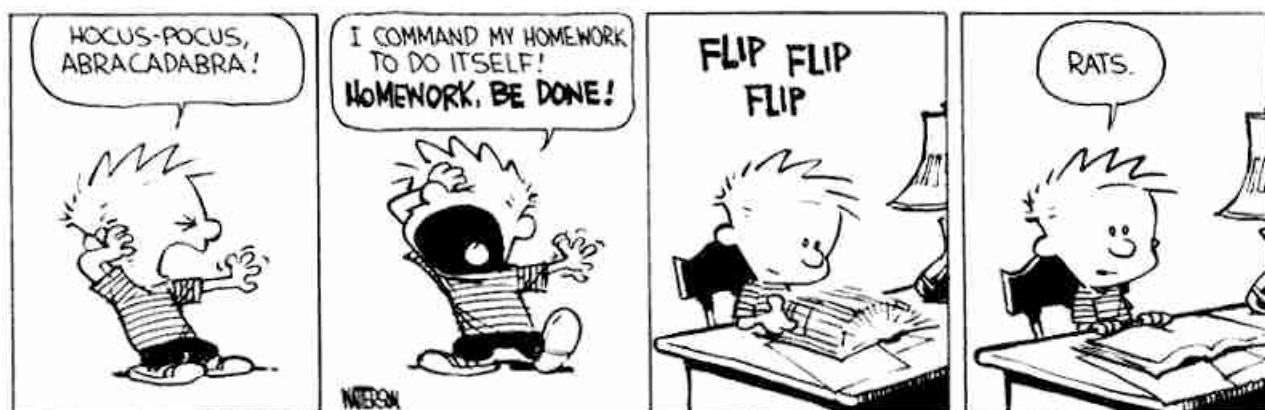
One characteristic of life-long learners is that they don't learn only during specific times of the day. Ideally, if the work we are doing is exciting, interesting and engaging we would expect learners to be intrinsically motivated to continue to work at projects in the evening and weekends. To this extent, our homework needs to be collaborative, differentiated and appropriate to the learner.

Homework can easily be differentiated. For instance, beginning ELL students can be given vocabulary to learn and apply. Homework can be given which entails learners catching up with their peers either by simply allowing them the extra time that they need, or by assigning them tasks which help them to develop any missing concepts or knowledge.

In the MYP, homework may also more often involve students working towards the completion of a project within a defined time-frame. In this case, they might not follow the guidance time, but you can help them in developing a personal schedule for project management (such as creating a Gantt chart).

If you feel you have to direct the homework (for example, as a specific reading assignment or set of problems) ensure that more able students who can complete their homework more rapidly (and correctly) have other challenges to extend their learning rather than simply "more of the same."

As a teacher, while you may believe that your subject is the most important subject it is only one of eight subject groups that the student is following, the MYP is a holistic education that places equal importance on each subject (even though they are not given equal time necessarily in school). Please consider this when allocating assignments so that there is adequate time for all students to complete their work without detriment to other subject assignments.



# Assessment

## MYP Faculty Handbook





Grade	MYP Boundary guidelines	Achievement Grade Descriptors
7	28-32	Produces high-quality, frequently innovative work. Communicates comprehensive, nuanced understanding of concepts and contexts. Consistently demonstrates sophisticated critical and creative thinking. Frequently transfers knowledge and skills with independence and expertise in a variety of complex classroom and real-world situations.
6	24-27	Produces high-quality, occasionally innovative work. Communicates extensive understanding of concepts and contexts. Demonstrates critical and creative thinking, frequently with sophistication. Uses knowledge and skills in familiar and unfamiliar classroom and real-world situations, often with independence.
5	19-23	Produces generally high-quality work. Communicates secure understanding of concepts and contexts. Demonstrates critical and creative thinking, sometimes with sophistication. Uses knowledge and skills in familiar classroom and real-world situations and, with support, some unfamiliar real-world situations.
4	15-18	Produces good-quality work. Communicates basic understanding of most concepts and contexts with few misunderstandings and minor gaps. Often demonstrates basic critical and creative thinking. Uses knowledge and skills with some flexibility in familiar classroom situations, but requires support in unfamiliar situations.
3	10-14	Produces work of an acceptable quality. Communicates basic understanding of many concepts and contexts, with occasionally significant misunderstandings or gaps. Begins to demonstrate some basic critical and creative thinking. Is often inflexible in the use of knowledge and skills, requiring support even in familiar classroom situations.
2	6-9	Produces work of limited quality. Expresses misunderstandings or significant gaps in understanding for many concepts and contexts. Infrequently demonstrates critical or creative thinking. Generally inflexible in the use of knowledge and skills, infrequently applying knowledge and skills.
1	1-5	Produces work of very limited quality. Conveys many significant misunderstandings or lacks understanding of most concepts and contexts. Very rarely demonstrates critical or creative thinking. Very inflexible, rarely using knowledge or skills.

Grade		Attitude Grade Descriptors		
		Preparedness	Activity	Cooperation
A	Excellent	Brings the correct equipment <b>and</b> homework completed to the best of their ability, to every class.	Always takes a demonstrably active role in lessons, <b>and</b> ensures tasks are completed to the best of their ability or understanding.	Positive in all lessons <b>and</b> shows a high degree of attentiveness and cooperation towards reaching subject goals.
B	Good	Usually brings the correct equipment <b>and</b> homework is mostly completed to the best of their ability.	Mostly takes a demonstrably active role in lessons <b>and</b> tasks are mostly completed to the best of their ability or understanding,	Is agreeable in lessons <b>and</b> is frequently supportive of other students, the teacher and the objectives of the lesson.
C	Of concern	Occasionally forgets to bring the correct equipment. Occasionally, homework is only perfunctorily completed.	Occasionally passive in class <b>or</b> occasionally indifferent to engaging in class tasks regardless of their ability or understanding.	Occasionally indifferent to lessons <b>or</b> may need the occasional prompt to keep their focus on the lesson objectives.
D	Poor	Frequently forgets to bring the correct equipment <b>or</b> frequently only perfunctorily engaged with the homework.	Often passive <b>or</b> may often need prompting to contribute to lessons <b>and</b> engage in class tasks.	Occasionally antagonistic to their peers, teacher or the subject goals.
E	Very poor	Minimal achievement in terms of the objectives.		

### MYP Assessment Criteria at a glance

	Criterion A	Criterion B	Criterion C	Criterion D
<b>Arts [Music and Visual arts]</b>	Knowing and understanding	Developing skills	Thinking creatively	Responding
<b>Humanities</b>	Knowing and understanding	Investigating	Communicating	Thinking critically
<b>Language &amp; Literature</b>	Analyzing	Organizing	Producing text	Using language
<b>Language Acquisition</b>	Comprehending spoken & visual text	Comprehending spoken & visual text	Communicating	Using Language
<b>Design</b>	Inquiring and analysing	Developing ideas	Creating the solution	Evaluating
<b>Sciences</b>	Knowing and understanding	Inquiring and designing	Processing and evaluating	Reflecting on the impacts of science
<b>Mathematics</b>	Knowing and understanding	Investigating patterns	Communicating	Applying mathematics in real-world contexts
<b>PHE</b>	Knowing and understanding	Planning for performance	Applying and performing	Reflecting and improving performance
<b>Projects:Community/Personal</b>	Investigating	Planning	Taking Action	Reflecting

# Qingdao Amerasia International School

## MYP Faculty Handbook

### Assessment

*"Tell me and I will forget.  
Show me and I will remember.  
Involve me and I will understand.  
Step back and I will act".*  
Ancient Chinese proverb

#### Why do we assess?

At QAIS, Assessment is ongoing, varied and integral to the curriculum. Assessment may be formal or informal, formative or summative, internal or external; students benefit from assessing their own work (self-assessment) and the work of others (peer assessment).

#### Demonstrating learning

IB students should demonstrate their learning through a variety of assessments and consolidations of learning. Assessment culminates in the MYP at QAIS with the personal project. We are also introducing the Community project this year which will allow students to demonstrate their learning from the first two years of the programme.

#### Formative assessments (assessment for learning)

These assessments can be formal or informal and used to scaffold student learning towards your subject objectives. They must use transparent criteria (known and understood by students) which could be, for example, one or more stands or MYP criteria or criteria for ATL skills. You must keep records of student achievement during formative tasks, and major formative tasks using the MYP criteria must be formally reported on ManageBac as a number from 0-8.

Formative tasks can be considered when assigning a student a semester grade, and in some circumstances if a student has missed summative grading tasks through no fault of their own, suitable formative tasks can be used by a teacher to estimate a likely summative grade.

#### Summative assessments (assessment of learning)

These are all formal assessments, using the appropriate MYP year level criteria. Summative assessment is a snapshot of learning towards the end of a learning period in a work unit and contributes to the final achievement levels in each subject.

**All formative and summative tasks must allow students to reach the highest levels of achievement. They must not be limited so that students can only achieve a subset of the criteria (such as only 0-4 or 0-6).**

#### Assessing student work

Formative and summative assessments in the MYP must all be criterion-related. You must not mark students using percentages, raw marks or any system. It is therefore totally unacceptable to have bonus marks, or extra credit. All assessments must only be made with the MYP assessment criteria. However, if you want to have regular simple testing, such as vocabulary or spelling tests, you may do so provided these tests are not used to contribute towards the awarding of MYP grades.



# Qingdao Amerasia International School

## MYP Faculty Handbook

### Arriving at a grade

#### Criterion-related grading

When determining scores from criterion related assessment criteria, work upwards from the lowest score until you can identify which achievement level the student is likely to be.

In certain cases, it may appear that a student has not fulfilled all of the descriptors in a lower band but has fulfilled some in a higher band. In those cases, teachers must use their professional judgment in determining the descriptor that “best fits” the student’s performance.

When creating assignments that use graphic planners or formal examinations, the criteria that relate to each question or part of a question must be explicitly stated.

a. State the names or symbols of the missing metal elements in the following table  
Strand 1, Level 1-2

Name of metal element	Symbol	Name of metal element	Symbol
Sodium		Lithium	
Iron		Chromium	
	Hg		Pb
	Cd	Magnesium	

**We report final grades at the end of each semester. To create a final grade, there must be a minimum of two summative assessments for each of the four objectives.**

#### Standardization

Where more than one teacher is teaching within a subject group, or we are assessing MYP Projects, the process of internal standardization of the common assessment task is required before final achievement levels are awarded to any student.

Furthermore, when two different teachers are teaching the same subject to the same grade they must use the same unit planner and the same assessments.

At QAIS, Arts, Language A, Language B, Science and Math must meet as a subject group to standardize assessments before they are given (so that the assessments give similar and appropriate challenges to all students throughout that subject group for each year) and then after the assessments are completed (so that the awarding of grades is consistent between subjects in the group).

#### Students submitting work on ManageBac

Please ask students to submit work on ManageBac in the following format so that we maintain a consistency of approach throughout the MYP and help us to identify student work more easily.

<Name> <MYP grade> <Subject> <Unit (first six letters)> <Criterion/criteria> <version/revision>

So, *Priya Faulbecher* is a student studying the unit of work “Sound of Man” in MYP 3 Music submitting a formative assessment on criterion A for the first time as a PowerPoint would name her submission:

**Priya MYP 2 Music Soundof A v1.ppt**

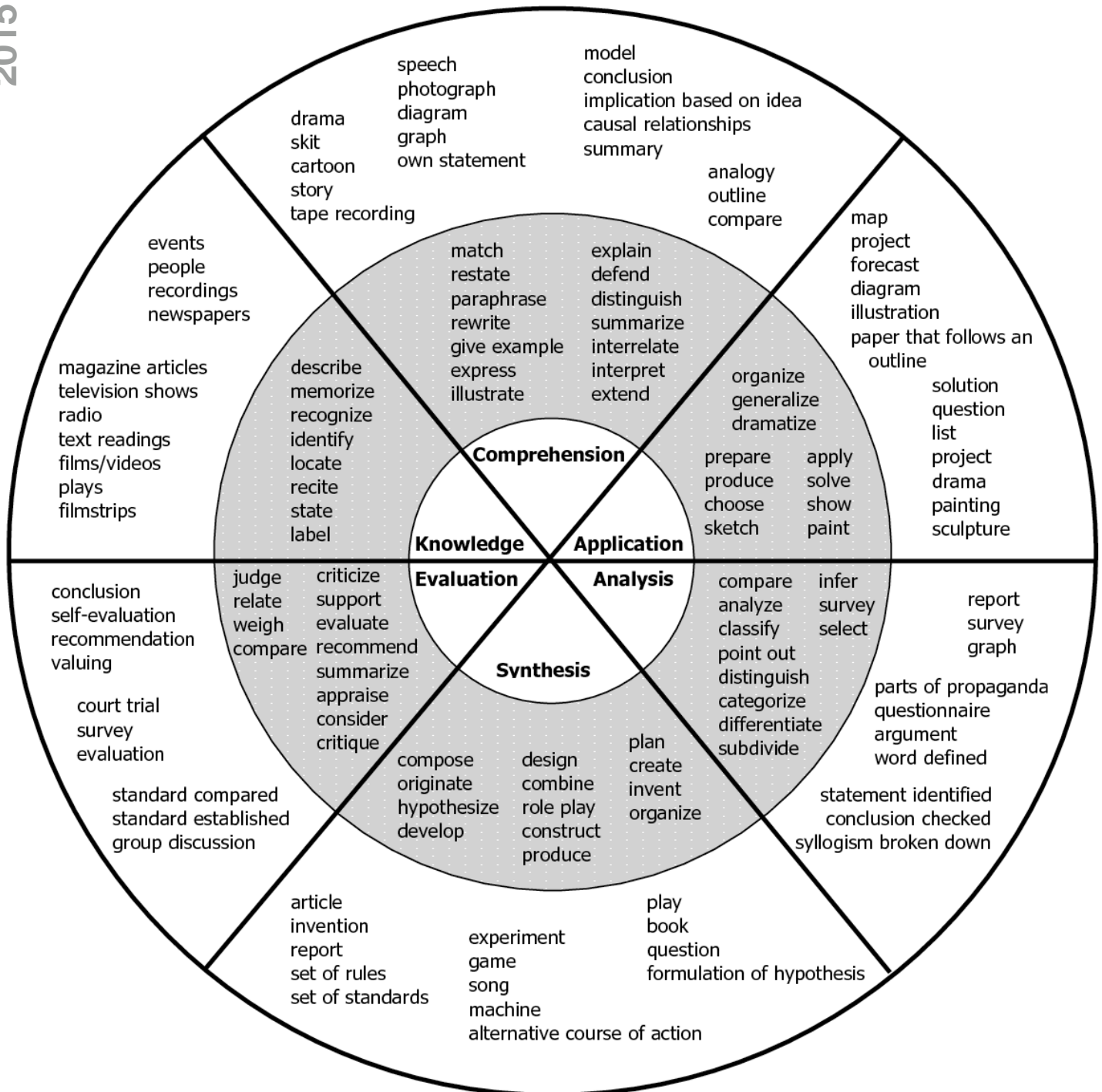
A further submission would increment the version by +1

**Priya MYP 2 Music Soundof A v2.ppt**

# Qingdao Amerasia International School MYP Faculty Handbook

2015 onwards

## Bloom's Verbs and Matching Assessment Types



Remember that your verbs need to be seeable/measurable.  
No knew/knows, understood/understands, used/uses, or demonstrated/demonstrates.

# Qingdao Amerasia International School

## MYP Faculty Handbook

### Reporting

#### Reporting to parents

There are two ways that QAIS reports formally and regularly to parents. The first is by the student during student-led conferences, and the second is by the teacher through semester and mid-semester progress reports. We also report formally through comments for specific assignments through ManageBac and when necessary through *ad hoc* teacher-parent conferences, emails, and telephone calls.



#### Semester and mid-Semester Reports

Semester reports take place at the end of each Semester and approximately mid-way through the Semester. All reports are done using ManageBac. The main differences between the two reports are:

Report	Audience	Essence	Achievement Grades	Attitude Grades	Narrative
Mid-Semester	Parents	Formative	None.	Yes. Evidence based and using the three assessment criteria E-A	Yes. 80 - 100 words focusing on achievements and strategies for consolidation and improvement
Semester	Parents	Summative	IB 1-7 grades created only using MYP criterion assessment	Yes. Evidence based and using the three assessment criteria E-A.	Yes. 80 - 100 words focusing on achievements and strategies for consolidation and improvement

#### Eight step guide to writing formal reports

1. Write helpful and descriptive comments to students on ManageBac about the tasks that they do. This record will help you to create attitude grades and identify areas where students have had success and difficulties at reporting time.
2. Create your narratives in a word processor and cut and paste into ManageBac (note that you will lose formatting). This will keep a record of your comments in case of data loss using ManageBac.
3. Always close ManageBac after you have entered reports. If you simultaneously have multiple copies of ManageBac open when writing reports ManageBac will not save your comments correctly.
4. Address the student by either their given name or their adopted name (as written on ManageBac).
5. Do not copy and paste course overviews into your narratives. Describe what the student has achieved so far and any difficulties they have had. (Do not make a list but choose the most relevant issues.)

**Example:** Petra has found the work challenging so far, mainly because she had not written essays of the standard expected before. Despite this, with assistance she produced a well-structured essay on Shakespeare's "Taming of the Shrew" which described the plot well, but had insufficient analysis of the main characters.

6. Then add one (or two but not more) suggestions for consolidation or improvement. These should be achievable and specific.

**Example:** In future, Petra should use this format for similar essays. This will ensure that she gets familiar with English critical essay construction. To improve, Petra needs to get her drafts in on time so that I can give her more timely advice about her work.

7. If you give an attitude grade of D or E you *must* refer to this in the comment/narrative.
8. Read your narrative as if you were a parent. Is it coherent? Is it positive? Is it helpful? Is it professional? Remember that professionals at other schools may also read your report.

# Qingdao Amerasia International School

## MYP Faculty Handbook

### Appropriateness guide to writing reports

A. Avoid cut and paste. We should take the professional pride in writing bespoke comments for our clients. Talk calmly, avoid exclamations and use the active voice. The following are *inappropriate*:

His essay writing has improved a LOT!  
WOW! WOW! WOW! What a student!  
What a GREAT performance THIS SEMESTER!!!!  
High five!

B. Be precise and avoid vagueness. The following comments are unhelpful as they do not explain achievable ways to improve, or are generalizations:

Must improve her effort.  
With improved effort he will be successful.  
She makes a strong, conscientious effort.  
Not a good semester's work.  
Well done!

C. Do not refer to other students and do not refer to the entire class. The following comments are inappropriate:

The best in the class!  
The best in the class (except for one other student)!  
Sam is better than the rest of the class, but mainly because the overall class achievement is low.  
As the worst in the class Beluna should aim higher.

D. Don't praise students or make general character references

Manfred is a jolly nice student. I enjoy teaching him and we always have a good laugh together. However, he only made a mediocre attempt at his final assessment.  
Clara is a happy student. She lights up the classroom and everyone likes her. I feel joy when she is around.

E. Be sensitive to student needs and inclusivity. The following example is not appropriate:

Although Viktoria arrived with no English at the start of this semester, she has scored badly in both her one world essays and neither were close to the 3000 words that were required. You should consider getting a private English Tutor to help her.

F. Examine your comments for coherence and appropriate messaging.

Sam has a nice voice. However, she never speaks in class.  
David shows a lot of integrity. He admitted copying all his work from the internet.  
Theresa needs to ensure that his essays are produced using a computer and double spaced.  
Wanda had CCC for her attitude grades which is less than acceptable. (A C is "acceptable"!)

G. Work towards fluidity and avoid disjointed sentences such as this one:

"She appears to enjoy discussing the topics in this subject. Her oral skills are strong. She rises to challenges. She needs to develop her work more. She has difficulties with structuring essays. She is a very nice student to teach. She could do better. She is making progress though."

H. Spell check and grammar check your work, then proof-read it:

Daniel has friteiert away the semester by not producing werk of any qwality.  
Simone has too assignments missing. She must submit them oar their will bee consequences.

Please refer to the IB learner profile, International Mindedness, Inclusivity, language use, specific assessment criteria, and other aspects of learning. You can reference non-IB assessments if you feel that this will substantially help student development and parental understanding of improvement.

# Projects

## MYP Faculty Handbook



Personal Project Showcase, June 2015



# Qingdao Amerasia International School

## MYP Faculty Handbook

### Projects

Projects are extended work over a period of time that are designed to encourage students to reflect on their learning and the outcomes of their work and show the ATL skills that they have developed during their studies. MYP projects are student-centred and age-appropriate, and they enable students to engage in practical explorations through a cycle of inquiry, action and reflection.

QAIS implemented the personal project in the 2014-15 academic year and is introducing the community project in the 2015-16 academic year.

The community project provides an important opportunity for students ages 13-14 to collaborate and pursue service learning. Schools register all MYP Year 5 students for external moderation of the personal project, promoting a global standard of quality.

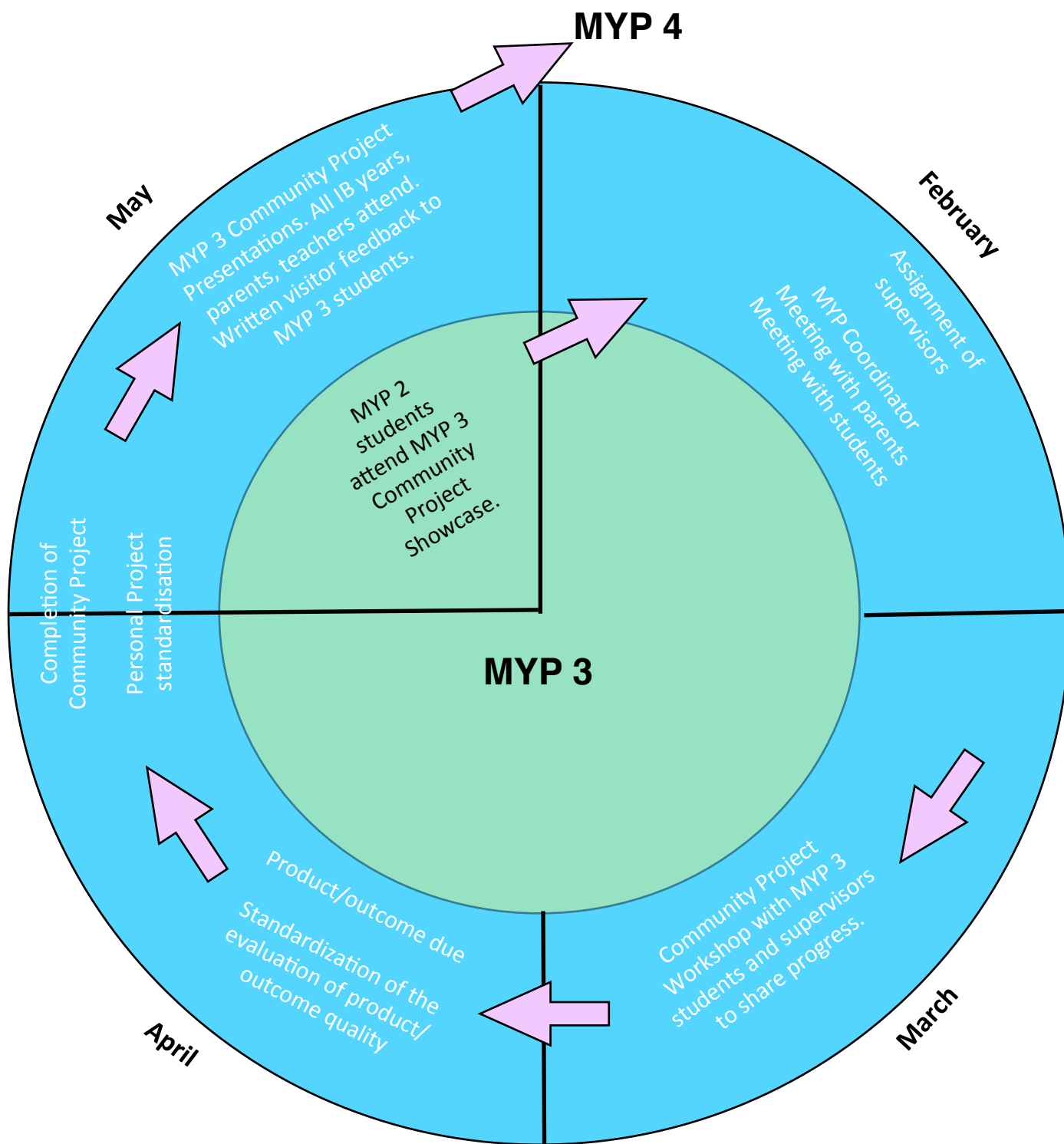
MYP projects are student-centred and age-appropriate, and they enable students to engage in practical explorations through a cycle of inquiry, action and reflection.

The community project and the personal project do not form part of the curriculum for any subject group, although subjects may support the completion of the project.

- All project mentors and supervisors must be familiar with the Projects guide (2014) and must understand their roles and responsibilities.
- The projects are assessed and standardized internally by the supervisors in the school according to the criteria stated in the Projects guide (2014).

Projects Moderation				
PYP 6 at QAIS		<b>Community Project</b> Optional implementation Internally standardized but not moderated		<b>Personal Project</b> Internally standardized and mandatory external moderation
MYP 1	MYP 2	MYP 3	MYP 4	MYP 5

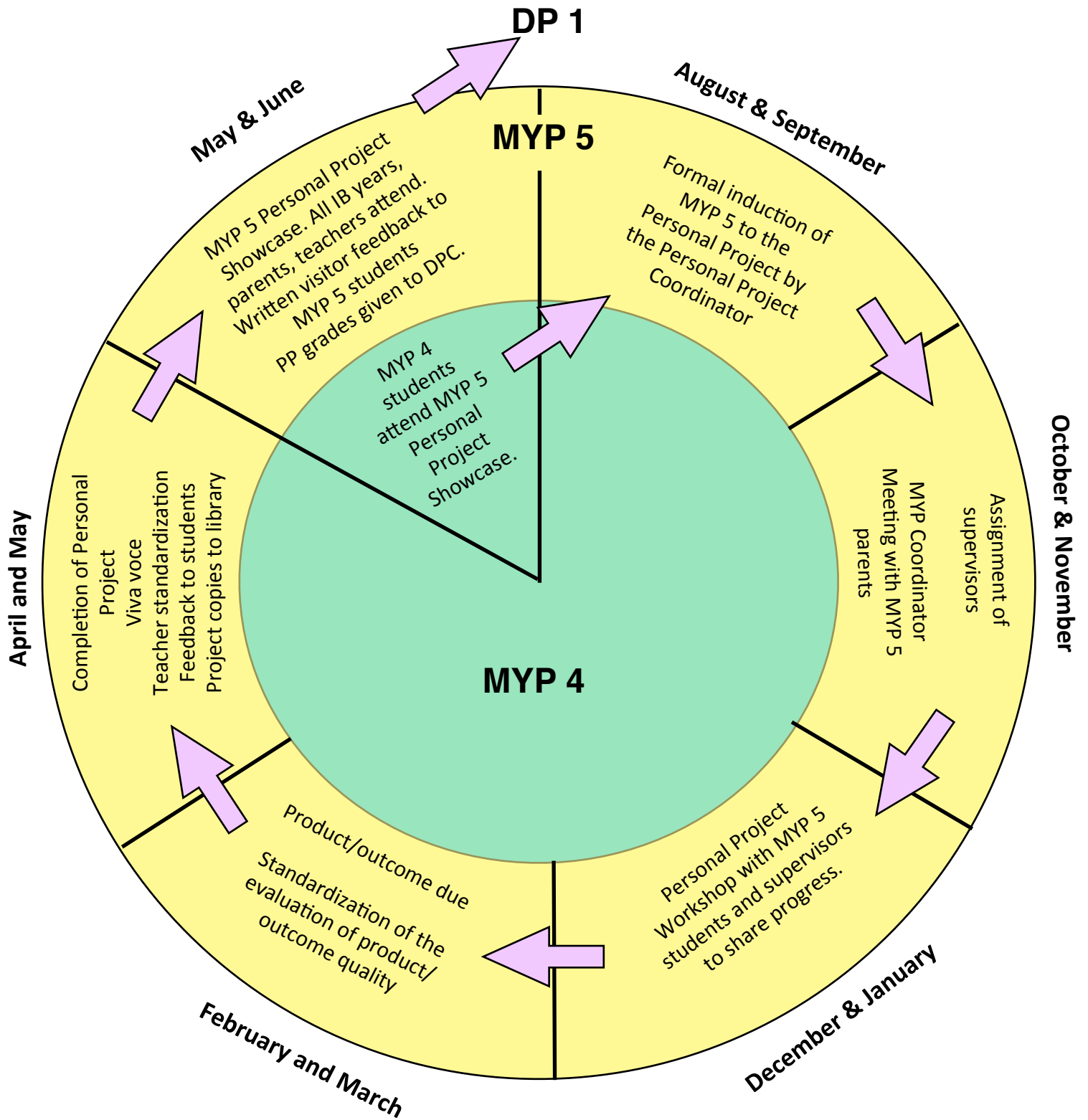
Please note that separate handbooks exist for the community project and personal project.



# QAIS MYP

## Community Project Development Cycle

2015 onwards (timings may vary slightly)



## QAIS MYP

# Personal Project Development Cycle

2015 onwards (timings may vary slightly)

# Ethical Practice in IB Programmes

We will strive to show ourselves as **principled** and **caring thinkers** in the following ways:

We will undertake laboratory and fieldwork experiments and investigations in an ethical way.

Experiments involving other people will only be undertaken with their written consent and their understanding of the nature of the experiment.

We will not undertake experiments that inflict pain on humans or live animals, and we will abide by the IB Animal Experimentation policy.

We will not undertake any experiment, investigation or fieldwork that damages the environment.

We will not produce any artwork, performance or film that damages the environment.

We will respect the personal, political and spiritual values of others and will contain no intention to offend in remarks about race, gender or religious beliefs in any written work or presentation.

We will strive to act in **principled ways** as follows:

We will exercise academic honesty in all aspects of our work.

We will acknowledge the work of others, including material taken from other sources.

We will not claim as our own the work of others.

We will not give our work to others to pass off as our own.

We will observe the integrity of examinations.

## The role of the teacher

All teachers must provide the following support to students.

- Give students clear guidance about the nature of ethical practice in secondary school IB Programmes.
- Prevent students from undertaking any unethical practice.
- Ensure that no work containing any unethical practice is used for internal assessment or presented to the IB for assessment (for example the personal project, internal assessments, the extended essay or TOK presentation).

*Image Goldie Dawn by Loco Steve CC BY 2.0 Flickr*

The MYP and Diploma Programme require academic rigour and active student involvement in all aspects of the curriculum. They place a strong emphasis on the ideals of international understanding and responsible citizenship. 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. Behaving and learning in an ethical way means students will observe the following practices.

*Adapted from the poster Ethical Practice in the Diploma Programme © IBO 2006*

# School Calendar 2015-2016



■	PD Day for Teachers / No School for Students
■	Registration Day
■	Beginning of Term
■	Parent Conferences
■	End of Term
■	School Closed / Holiday

August 2015						
M	T	W	TH	F	SAT	SUN
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30

September 2015						
M	T	W	TH	F	SAT	SUN
31	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30				

October 2015						
M	T	W	TH	F	SAT	SUN
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

November 2015						
M	T	W	TH	F	SAT	SUN
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29

December 2015						
M	T	W	TH	F	SAT	SUN
30	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

January 2016						
M	T	W	TH	F	SAT	SUN
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

February 2016						
M	T	W	TH	F	SAT	SUN
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29						

March 2016						
M	T	W	TH	F	SAT	SUN
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

April 2016						
M	T	W	TH	F	SAT	SUN
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	

May 2016						
M	T	W	TH	F	SAT	SUN
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29

June 2016						
M	T	W	TH	F	SAT	SUN
30	31	1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30			



# QAIS MYP Calendar 2015-16: Draft v.0.2 2015-08-26

	Mo	Tu	We	Th	Fr	Sa	Su	MYP Events	Teaching Days		
									Wk	Cum	Trim
Aug	3	4	5	6	7	8	9	Sessions on English Language Acquisition			
	10	11	12	13	14	15	16	MYP Induction and SIOP & WIDA PD			
	17	18	19	20	21	22	23	MYP Induction and SIOP & WIDA PD			
	24	25	26	27	28	29	30	24th Induction Day, 25th First Teaching Day/Start of semester 1, 26th SIOP review	4	4	4
Sep	31	1	2	3	4	5	6	2nd Full Staff Meeting, 3rd National Celebration Vacation	4	8	8
	7	8	9	10	11	12	13	9th MYPCPM Projects/IBLP/SA in the Curriculum	5	13	13
	14	15	16	17	18	19	20	14th PD Day <i>Projects Challenge</i> ; 16th The ATL Framework & Vision	4	17	17
	21	22	23	24	25	26	27	Interim report deadline; 21st ATL within subject groups; 23rd The ATL continuum from MYP to DP	5	22	22
Oct	28	29	30	1	2	3	4	Chinese National Week Vacation	0	22	22
	5	6	7	8	9	10	11	7th Full Staff Meeting	5	27	27
	12	13	14	15	16	17	18	16th Parent Conference; 14th Projects Supervision	5	32	32
	19	20	21	22	23	24	25	21st MYPCPM Sharing Best Practices (including IDU and SIOP)	5	37	37
	26	27	28	29	30	1	2	28th MYPCPM Teacher Educational Initiative #1	5	42	42
Nov	2	3	4	5	6	7	8	4th Full Staff Meeting	5	47	47
	9	10	11	12	13	14	15	11th MYPCPM Standardization Practices	5	52	52
	16	17	18	19	20	21	22	18th MYPCPM ATL; 20th Secondary Progress reports due	5	57	57
	23	24	25	26	27	28	29	25th SA in the Curriculum/Projects Progress; 27th PD Day	4	61	61
	30	1	2	3	4	5	6	30th Secondary progress reports go home; 2nd Full Staff Meeting	4	65	65
Dec	7	8	9	10	11	12	13	9th MYPCPM Teacher Educational Initiative #2	5	70	70
	14	15	16	17	18	19	20	16th MYPCPM MYP Goal progress/Unit sharing	5	75	75
	21	22	23	24	25	26	27	Winter Break	0	75	75
Jan	28	29	30	31	1	2	3	Winter Break	0	75	75
	4	5	6	7	8	9	10	6th Full Staff Meeting	5	80	80
	11	12	13	14	15	16	17	13th MYPCPM ATL; 15th Semester reports completed	5	85	85
	18	19	20	21	22	23	24	20th MYPCPM Teacher Educational Initiative #3; 22nd PD Day	4	89	89
	25	26	27	28	29	30	31	25th Numerary start of semester 2; Semester 1 reports due; 27th MYPCPM ATL	5	94	94
Feb	1	2	3	4	5	6	7	1st Parent Conference; 3rd Full Staff Meeting	4	98	98
	8	9	10	11	12	13	14	Spring Festival Vacation	0	98	98
	15	16	17	18	19	20	21	Spring Festival Vacation	0	98	98
	22	23	24	25	26	27	28	24th MYPCPM Community Project	5	103	103
Mar	29	1	2	3	4	5	6	2nd Full Staff Meeting	5	108	108
	7	8	9	10	11	12	13	9th MYPCPM Sharing Best Practices (including IDU)	5	113	113
	14	15	16	17	18	19	20	16th MYPCPM Teacher Educational Initiative #4	5	118	118
	21	22	23	24	25	26	27	23rd MYPCPM Perspectives on the MYP Calendar 2016-17	5	123	123
	28	29	30	31	1	2	3	30th Full Staff Meeting	5	128	128
Apr	4	5	6	7	8	9	10	4th PD Day; 6th MYPCPM Perspectives on the MYP Calendar; 8th progress reports due	4	132	132
	11	12	13	14	15	16	17	11th Personal Project due; 13th MYPCPM; 15th Parent Conference	4	136	136
	18	19	20	21	22	23	24	20th MYPCPM PP Standardization meeting;	5	141	141
	25	26	27	28	29	30	1	Labour Day vacation	0	141	141
May	2	3	4	5	6	7	8	4th Full Staff Meeting	5	146	146
	9	10	11	12	13	14	15	9th Community Project due; 11th MYPCPM ATL skills	5	151	151
	16	17	18	19	20	21	22	18th MYPCPM ATL skills; 20th Projects Presentations & Showcase	5	156	156
	23	24	25	26	27	28	29	25th MYPCPM ATL skills	5	161	161
Jun	30	31	1	2	3	4	5	1st Full Staff Meeting	5	166	166
	6	7	8	9	10	11	12	8th MYPCPM ATL skills; 10th Semester2 report cards due;	5	171	171
	13	14	15	16	17	18	19	15th MYPCPM ATL skills	5	176	176
	20	21	22	23	24	25	26	20th/22nd Staff PD Days; 21st Parent Conference	3	179	179