

GNS IB Middle Years Programme



How IB Prepares Students for the World

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.” (IBO, 2007)

An Answer for Globalization

In 2002, Jean-Francois Rischard, then the Vice-President of the World Bank, said “Overcoming our current national mindsets will require new methodologies, instincts and politics to enable each one of us to think and act like a concerned global citizen.”

IB promotes a global perspective by:

- insisting that all students study at least one second language
- drawing on examples from different countries
- urging students to consider multiple perspectives
- developing an appreciation of other cultures and beliefs
- addressing global issues and providing possible solutions
- encouraging student and faculty exchanges with other countries

An Answer for the 21st Century

Recent reports by the Association of American Colleges and Universities (2018) identify the following essential skills for the 21st Century:

- ability of effectively communicate orally and in writing
- critical thinking and analytical reasoning
- ethical judgement and decision-making
- able to work effectively in teams
- able to work independently
- self-motivated, initiative, proactive
- able to apply knowledge and skills to real-world settings

The IB Learner Profile

The skills listed above link effortlessly with the IB Learner Profile, which lists 10 attributes that IB learners strive to be:

Inquirers: We nurture our curiosity, developing skills for inquiry and research. We know how to learn independently and with others. We learn with enthusiasm and sustain our love of learning throughout life.

Knowledgeable: We develop and use conceptual understanding, exploring knowledge across a range of disciplines. We engage with issues and ideas that have local and global significance.

Thinkers: We use critical and creative thinking skills to analyse and take responsible action on complex problems. We exercise initiative in making reasoned, ethical decisions.

Communicators: We express ourselves confidently and creatively in more than one language and in many ways. We collaborate effectively, listening carefully to the perspectives of other individuals and groups.

Principled: We act with integrity and honesty, with a strong sense of fairness and justice, and with respect for the dignity and rights of people everywhere. We take responsibility for our actions and their consequences.

Open-minded: We critically appreciate our own cultures and personal histories, as well as the values and traditions of others. We seek and evaluate a range of points of view, and we are willing to grow from the experience.

Caring: We show empathy, compassion and respect. We have a commitment to service, and we act to make a positive difference in the lives of others and in the world around us.

Risk-takers: We approach uncertainty with forethought and determination; we work independently and cooperatively to explore new ideas and innovative strategies. We are resourceful and resilient in the face of challenges and change.

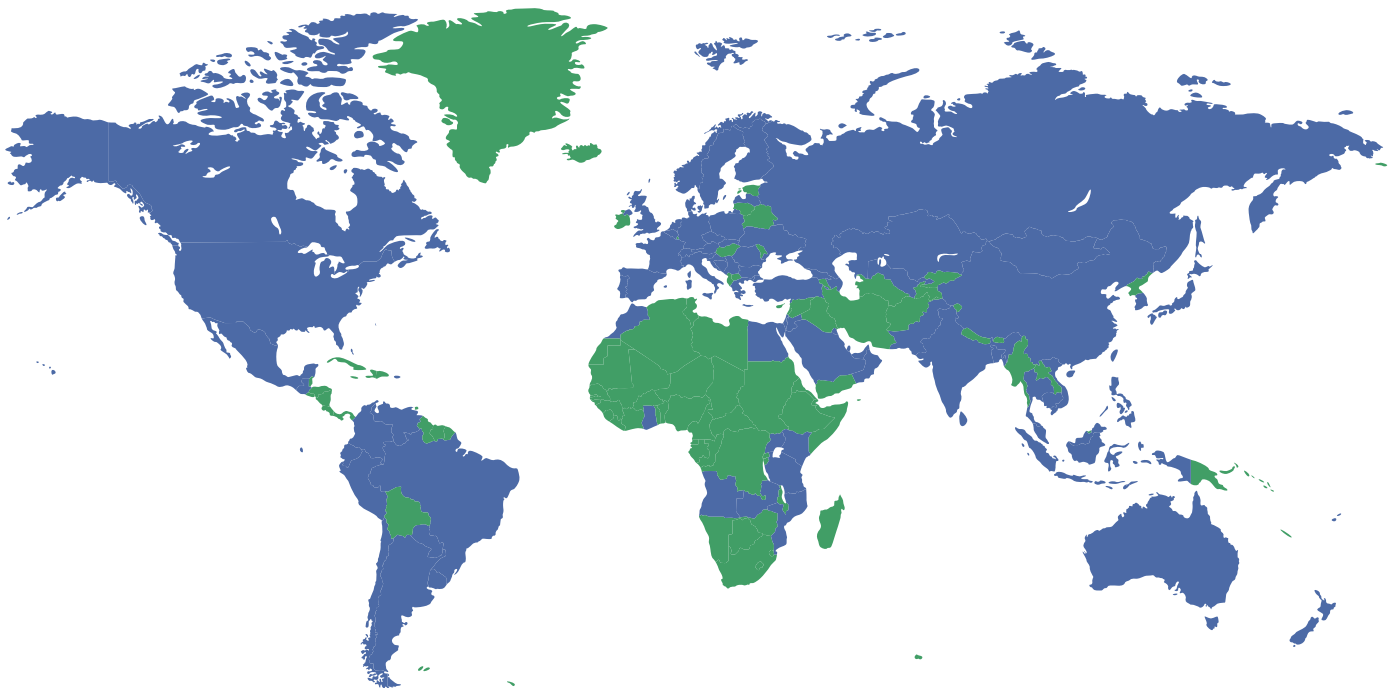
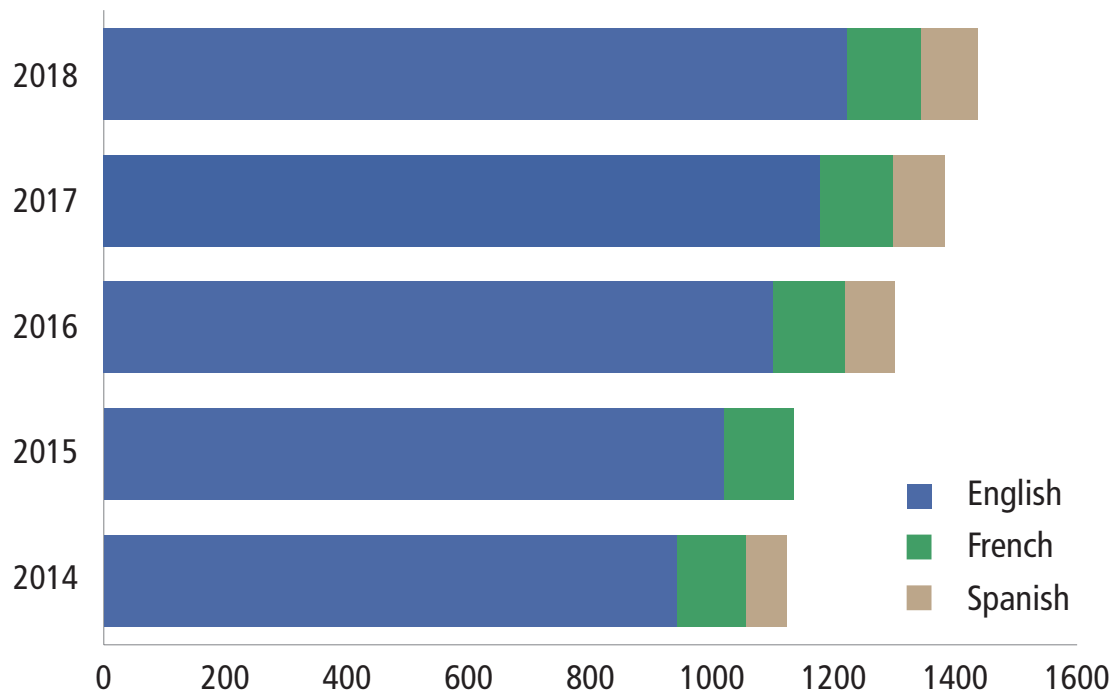
Balanced: We understand the importance of balancing different aspects of our lives—intellectual, physical, and emotional—to achieve well-being for ourselves and others. We recognize our interdependence with other people and with the world in which we live.

Reflective: We thoughtfully consider the world and our own ideas and experience. We work to understand our strengths and weaknesses in order to support our learning and personal development.

Persevering: Added in 2017/2018 by GNS. We see possibilities where others see impossibilities and are not afraid of failure. We work hard with determination, improving and making progress despite obstacles or limitations, with a focus on goal-setting and personal growth. We are always looking for the next challenge to conquer with courage and strength.

MYP Around the World

Number of schools following the Middle Years Programme by working language 2014–2018



Areas in blue represent countries where the IB MYP is offered around the world.

Commonly-Asked Questions About the IB Middle Years Programme

What is the International Baccalaureate?

The IB was founded in 1968. The number of IB schools around the world currently is growing all the time. In February 2018, there were 6,311 programmes being offered worldwide, across 4,786 schools. GNS is one of fifteen Continuum IB Schools in Canada offering three IB programmes (PYP, MYP and Diploma).



What is the MYP and is it only for Middle School students?

MYP stands for the International Baccalaureate Middle Years Programme. It has been designed as a coherent and comprehensive curriculum framework that provides academic challenge and develops the life skills of students from Grade 6 (Year 1) through to Grade 10 (Year 5).

The model embodies three fundamental concepts: communication (valuing language acquisition in at least two languages), holistic learning (finding the connections across and within the subjects and grade levels), and internationalism (a growing understanding of a student's own culture coupled with an understanding and appreciation of other cultures).

Why is MYP an important part of the continuum?

This inquiry-based approach fits in well at the Middle School level, particularly as students are coming into an age where they become more aware of society and how everything fits together, including their current roles and the roles they will carve out for themselves over the course of their lives. Students greatly benefit from the continuity of completing all three levels of the IB education (PYP, MYP, and DP). The IB programme prepares students to think critically and to make informed decisions that they are able to rationalize. These skills are important to succeed in the diverse and changing workforce that will be their future. An IB student is well equipped for life outside the classroom beyond a post-secondary education.

The programme allows students to build on their personal strengths and to embrace challenges in subjects in which they might not excel. The MYP offers students opportunities to develop their potential, to explore their own learning preferences, to take appropriate risks, and to reflect on, and develop, a strong sense of personal identity.





Does the MYP lead directly to the Diploma Programme?

The IB Middle Years Programme is an excellent preparation for the Diploma Programme. Many of the concepts, programme elements, and the underlying philosophy found in the MYP are consistent with those found in the Diploma Programme. Nevertheless, the MYP is not a prerequisite.

Is the MYP open to all students?

Yes. The IBO has established policies for accommodating students with a variety of needs through identifying a student's learning style, scaffolding their learning, and differentiating the curriculum in order to develop the student's true potential. The MYP is designed to be inclusive; the IB believes that all students can benefit from the programme. At GNS, all students fully participate in the IB MYP.



Approaches to Learning Skills

The Approaches To Learning Skills (ATLS) are deliberate strategies, skills and attitudes that permeate teaching and learning at GNS; starting in the Primary Years Programme (PYP), and continuing through the Middle Years Programme (MYP) and the Diploma Programme (DP). At GNS, this skill development supports the IB belief that a large influence on a student's education is not only what you learn but also how you learn. These skills are integrated across all subject areas in the MYP and effectively enable all students to become stronger, more self-regulated learners.

THINKING

Critical Thinking

How can I think critically?

Creative Thinking

How can I be creative?

Transfer Skills

How can I transfer skills and knowledge across subjects and disciplines?

COMMUNICATION

Interaction

How can I communicate through interaction?

Language

How can I communicate through language?

ATL SKILLS



SOCIAL

Collaboration Skills

How can I collaborate well with my peers?

How can I encourage other to participate?

How can I give and receive meaningful feedback?

SELF-MANAGEMENT

Organization Skills

How can I demonstrate organizational skills?

Affective Skills

How can I manage my own state of mind?

Reflective Skills

How can I be reflective?

RESEARCH

Information Literacy

How can I demonstrate information literacy?

Media Literacy

How can I demonstrate media literacy?



The IB Advantage, According to The World's Finest Universities

"IB is well known to us as excellent preparation. Success in an IB programme correlates well with success at Harvard. We are pleased to see the credential of the IB Diploma Programme on the transcript."

Marlyn McGrath Lewis,
Assistant Dean of Admissions,
Harvard University

"In first year, IB Graduates' marks were 12 to 13 per cent above the average, but even more impressive were the students who had accepted a first-year credit and gone straight into the second year. They were still scoring from 7 to 12 per cent above the average. They were outperforming students who had already spent a year in university."

Martha Piper, Former President,
University of British Columbia

"I have always been a supporter of the International Baccalaureate. It is a thoughtful and genuinely intellectual curriculum with an unusually high degree of integrity and connectedness. There is no other curriculum anywhere that does a superior job of both educating students and inspiring a true and broad-based love of learning."

William Shain, Dean of Undergraduate Admissions, Vanderbilt University

"McGill has enthusiastically recruited IB students for over two decades. Even today, when reviewing an application from an IB Diploma candidate...our admissions officers can be assured of the candidate's strong and broad-based academic preparation. We have seen that IB students embrace the rigorous academic challenges of university life and perform well in their McGill programmes. As a member of the College and University Recognition Taskforce, I can attest to the respect position the IB Diploma at prestigious universities throughout North America."

Kim Bartlett, Director of Admissions, McGill University

"Highly selective colleges and universities are looking for students who take the most challenging courses available to them. The IB programme is notable not just for the rigor of its individual classes, but for the thoughtful integration of the entire programme. Students who complete the IB Diploma are the kind of smart, intellectually curious, and creative students who excel at top universities."

Brandon R. Clarke, Former Admission Director, Stanford University



Teaching and Learning in the IB Middle Years Programme

Concept-Based Teaching

The concept-based model is used in the MYP. It encourages ideas-centered teaching and learning, and is a three-dimensional curriculum design model that values student inquiry and student-constructed learning.

The MYP Design Cycle

Leads to a rich education where different views and perspectives are appreciated

Inquiry (asking): Prior knowledge, curiosity, and thoughtful curriculum design are used to create engaging, relevant units of instruction.

Action (doing): Learning by doing. This includes making responsible choices, while exploring ethical concepts in personal and global contexts.

Reflection (thinking): Becoming aware of the way that evidence is used and conclusions are drawn. Involves exploration into bias and personal decision making

Fundamental Concepts

Holistic Learning	In the MYP, students study a range of subjects and often bring together two or more established areas of expertise to build new interdisciplinary understanding. The MYP provides a framework for developing links between subject groups and between subjects and real world issues.	Students explore concepts or inquiries in more than one subject area <ul style="list-style-type: none"> • UN Global Goals Superheroes • Gallery of Fame • Greek Festival
Intercultural Awareness	Recognizing and reflecting on one's own perspective as well as the perspective of others. Exploring human commonality, diversity, personal identity and interconnection.	Opportunities for students to participate in international conferences, exchanges and service trips with students from other cultures <ul style="list-style-type: none"> • Young Round Square • Round Square • Service trips • Exchange trips to sister school in Japan Setagaya • Content of courses includes exploration into issues of international significance in units of instruction
Communication	Learning to communicate in a variety of ways in more than one language.	Opportunities to learn French, Spanish, Mandarin. Debate and public speaking opportunities within the classroom and outside the school.

Service as Action

At GNS, recognizing that we are part of a larger community is an essential aspect of education and of life. Students are expected to use their skills and awareness of public issues gained in the classroom to help their communities and to reflect upon their experiences to consider how they can make a difference in the lives of others at the local, national and global level. Service is considered to be action in which the student is the source of the effort, not the recipient. Though school-based opportunities are offered, students are encouraged to organize their own activities.

Students at GNS are required to complete 40 hours of service within the five years of the programme.

Examples of service projects at GNS:

- Raising awareness about the negative effect of shark finning through Fin Free
- Cooking and serving at The Mustard Seed
- Collecting socks and warm clothes for local shelters

Assessment

Internal: Teachers are required to collaborate on marking to ensure that all the teachers can come to a common understanding of the assessment criteria.

External: Marked samples are sent to IB evaluators from around the world to ensure that GNS is meeting recognized global standards.

Criterion–Related: Levels of student success in reaching the objectives of each subject group are measured by relating student work to predetermined criteria. Rubrics are shared with everyone beforehand so that all students possess a clear understanding of how they will be evaluated.

Personal Project: Is a significant body of work undertaken by students in the final year of the programme. Students have an opportunity to choose a project that allows them to explore a topic of interest to them and to present it in a way that reflects their learning style.



The MYP Personal Project

The Personal Project is the culmination of studies in the IB Middle Years Programme. It is a significant body of work undertaken by students in the final year of the programme. Students have an opportunity to choose a project that allows them to explore a topic of interest to them and to present it in a way that reflects their learning style. The skills used in working on this long-term project include using initiative and showing responsibility for the personal learning process. These skills and understandings are invaluable in life-long learning. In fact, many Personal Projects have led our students toward their career-choices.

What Makes the Personal Project Different?

It is a chance for students to pursue their passion and create a truly personal product of their choice.

Focus is on the process rather than the final product.

Involves independent work in the community.

Student works with a personal project supervisor and experts from the community.

Students are paired with a Personal Project Supervisor, a staff member who will ensure students are on track with various tasks such as journal writing, crafting the project statement, and elements of the final presentation they will give on their project.

Students begin by selecting the Area of Interaction they would like to explore; after that, the possibilities are endless. We've had students

build a bicycle, build a canoe, build a computer, learn to bake, learn to sew, learn to play guitar, learn to be a DJ. Some students have run marathons, studied photography, or designed video games.

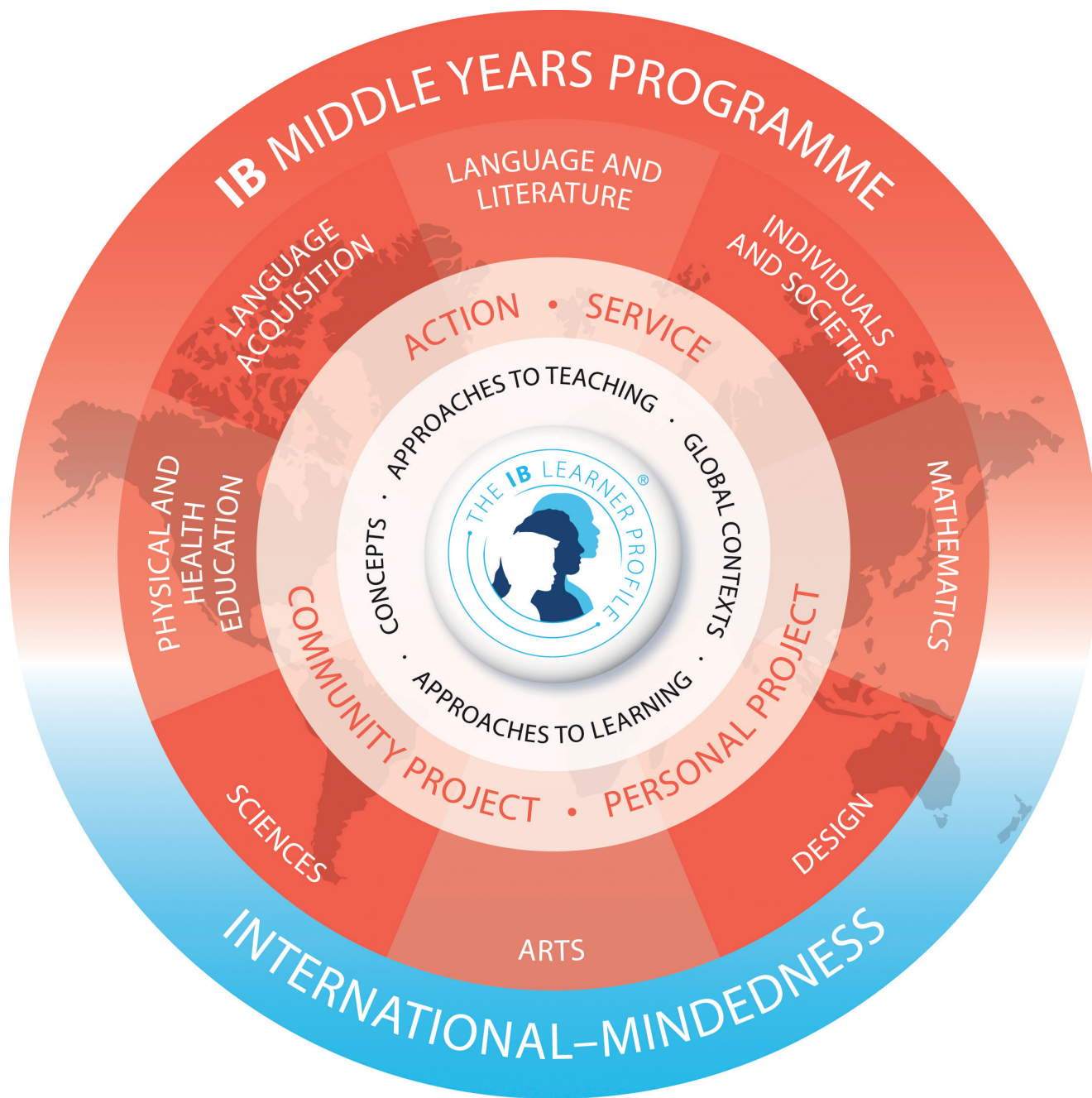
At the end of the project, the school hosts an exhibition night where students present their projects to peers, family, staff, and friends. The final products are truly incredible and inspiring! You can feel the energy and the confidence radiating from the students as they stand up with pride and show off how much fun they had while achieving one of their dreams. Alumni often report back to us that the Personal Project changed the course of their lives, helping them decide on a career path or giving them the confidence to try something new. As a learning tool and as a motivator, the Personal Project is quite possibly the most important project our students undertake in their schooling.

Students begin by selecting the Area of Interaction they would like to explore; after that, the possibilities are endless. We've had students:

- Write A request to get Published
- Learn Mandarin
- Compile a Photography Album
- Learn Sign Language
- Learn how to Scuba Dive
- Train for and run a Half- Marathon
- Construct an Electric Guitar
- Learn HTML
- Bee-keeping
- Build a Computer

To rephrase the old saying, if you can dream it, our students can do it!

Middle Years Programme Curriculum Framework



Approaches to teaching – providing students with learning experiences that have context and are connected to their lives and the world that they have experienced.

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

Key and related concepts – helping students explore big ideas that matter.

Global contexts – helping students understand the relevance and importance of their study for understanding their common humanity and shared guardianship of the planet.

How have our recent Grad classes performed? And where are they currently studying?

- the 55 students in the class of 2019 earned \$739,000 in scholarships from universities around the world
- an average of 3.3 post-secondary offers of acceptance were received per student in the class of 2019
- 100% of our grads are accepted into 1 of their top 3 post-secondary choices

These are the top 10 most heavily-attended Canadian Universities for our most recent Grads:

Concordia University
Dalhousie University

McGill University
Queen's University

University of Alberta
University of British
Columbia

University of Toronto
University of Victoria

University of Waterloo
University of Western Ontario

These are just a few of the universities, outside of Canada, where some of our most recent Grads have chosen to study:

Durham University [England]

Harvard University [USA]

Stanford University [USA]

University of Pennsylvania [USA]

St. Andrew's [Scotland]

University of Kent [England]

University of California – Berkeley [USA]

Carnegie Mellon University [USA]

University College of London [England]

Oxford University [England]

London School of Economics [England]

Cornell University [USA]



“The IB Diploma is more than knowledge garnered from a textbook; it is a way into learning. Yet, I do not believe the merits of IB stand alone in my story. It was IB in conjunction with my GNS teachers—no, my GNS family—that supported me to reach heights I never thought possible.”

Michael Peters, Grad 2010

Winner of Canada's Top 20 Under 20 Award