

The MYP: A broad and balanced approach

The MYP requires schools to teach a broad and balanced choice of subjects in every year of the programme, organized into eight subject groups:

- language A (ideally, the student's mother tongue)
- language B (a second modern language)
- humanities
- sciences
- mathematics
- arts
- physical education
- technology

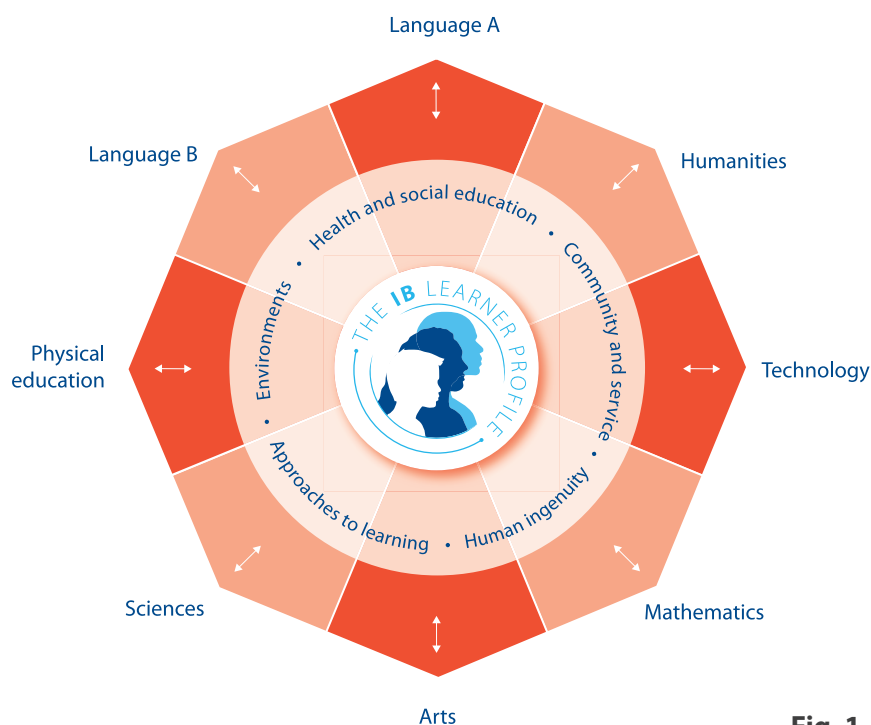


Fig. 1

The broad and balanced programme model:

- provides learning in a **broad base of disciplines** to ensure that students acquire the knowledge and skills necessary to prepare for the future
- provides objectives in each subject group to include **skills, attitudes and knowledge** in addition to the understanding of concepts; the aim is to ensure that students are not only knowledgeable about a subject area but also develop a genuine understanding of ideas and an ability to apply these in new contexts, in preparation for further learning
- promotes the principle of **concurrency of learning**, whereby students deal with a balanced curriculum each year in which different subjects are studied simultaneously. As students mature and develop

higher-order thinking skills, they explore the various disciplines in ever greater depth, identifying how each are linked and establishing their relevance to local and global issues

- encourages the use of a **variety of teaching and learning methodologies** fostering a climate in which students discover how they learn best in different situations
- emphasizes the **development of the whole person**—affective, cognitive, creative and physical—and its effective implementation depends on the school's concern for the whole educational experience, including students learning opportunities beyond the classroom environment.

“Candidates who wish to be stretched should, in my view, take the MYP. The rigour and work ethic it encourages will assist them strongly if they wish to progress to a degree that will require them to really engage with their subject discipline.”

Mike Nicholson, Director of Admissions at Oxford University, 2009

The MYP: A unique approach to development of skills and attitudes relevant in today’s global society

The MYP has five areas of interaction which provide it with its unique core. Teaching subject areas through these contexts allows teaching and learning to focus on attitudes, values and skills.

Approaches to learning (ATL) represents learning skills that the student will develop and apply during the programme and beyond.

Community and service considers how students can learn about their place within communities and be motivated to act in a new context.

Health and social education is designed to help students identify and develop skills that will enable them to function as effective members of societies. They also learn about how they are changing and how to make informed decisions that may relate to their welfare.

Environments considers how humans interact with the world at large and the parts we play in our environments.

Human ingenuity deals with the way in which human minds have influenced the world and considers the consequences of human thought and action. Through this area of interaction students can develop ways of thinking that are a good preparation for the theory of knowledge course in the Diploma Programme.

The personal project is an important part of the MYP for all students. The personal project is a reflection of a student’s ability to manage and direct their own inquiry and a reflection of the skills learned through the MYP experience. The process of completing the personal project is led by the student, with supervision by a teacher. The assessment of the personal project is a summative assessment of students’ ability to conduct independent work using the areas of interaction as contexts for their inquiries.

“The transition into the sixth form has been helped enormously by the organizational and thinking skills that I obtained through the MYP programme of study.”

MYP student
Dartford Grammar School