

IB-MYP Update

(for website and for school bulletin)

September 2020

This certainly isn't the way we hoped to be starting the school year. All things considered, we're adjusting and getting back into the groove. Well done on all accounts!

IB is all about adapting and adjusting to the world around us. In light of all that's going on around them, our students have been more resilient than most. It makes sense, kids are more accepting of their situations and much more likely to power forward when they don't have all the answers, trusting they will find their way. So we're going to take a page from their playbook and power forward toward IB Authorization.

Last year, when we began our IB journey, we put many of the IB "must haves" into place. We worked to inform the community of what an IB education means for students. We introduced students to the Approaches to Learning Skills (ATLs) and have worked to explicitly teach and reinforce them. We have shared the 10 attributes of life-long learners (a.k.a. Learner Profiles/LPs) and are helping kids see which attributes they rely on most and which attributes they can use more. We have written policies regarding Academic Honesty, Language, Inclusion, and Assessment. We have included a policy of our own in response to our new learning environment: Online Learning Essential Agreements. All of our policies can be found on our school website under "IB Info."

As we continue our journey this year, teachers are adapting their Unit Plans to the new demands of online learning. They are working to transform what used to happen in class, to alternative activities students can complete at home. The focus continues to be on application of skills and strategies across all subjects, it's just our approach that looks a little different.

Now, more than ever before, students are learning how to be advocates for their own learning. They are responsible for articulating their needs (**ATL: Communication Skills**) to their teacher and are recognizing the power of their words. We have developed a few expectations for communicating respectfully:

- **Include a greeting in your email.** Ex: Good Morning Mr. Frame,
- **Provide some context.** Ex: "I've been working on problem 16 from my math assignment and..." is more helpful than "I'm stuck."
- **Articulate what you need/want.** Ex: "Can you help me simplify this fraction?" vs. "help."
- **Close with a complete signature.** Ex: Joe Smith, Per. 3

One way you can support your student at home is by encouraging them to follow these expectations when reaching out to teachers.

For more information about the ATL skills and examples, please refer to the Parent/Student handbook, your student's planner or visit the "IB Info." tab on our school website.