




# **A Visual Guide to the MYP**

From Principles to Playbook

*By* Lenny Dutton

## About the author

**Lenny Dutton** is the MYP Coordinator at the International School of Stuttgart, Germany. She has worked in the UK, America and Germany, as an ATL Coordinator, Personal Project Coordinator, Librarian and MYP Design teacher. She has published two MYP Design books and regularly shares her work on [excitededucator.com](http://excitededucator.com)

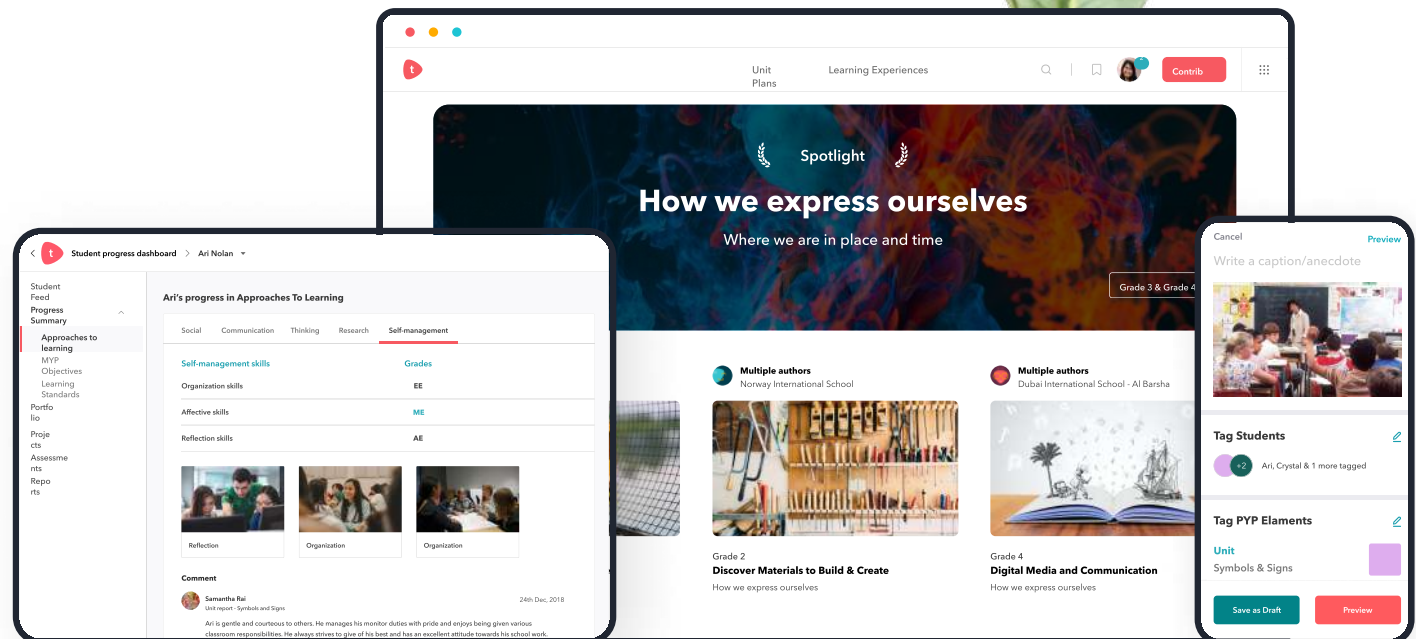
 @LennyDutton



# About Toddle

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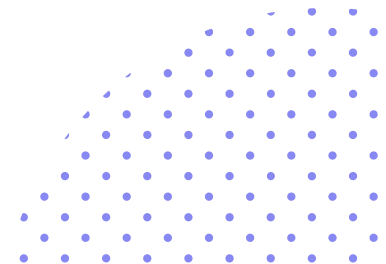
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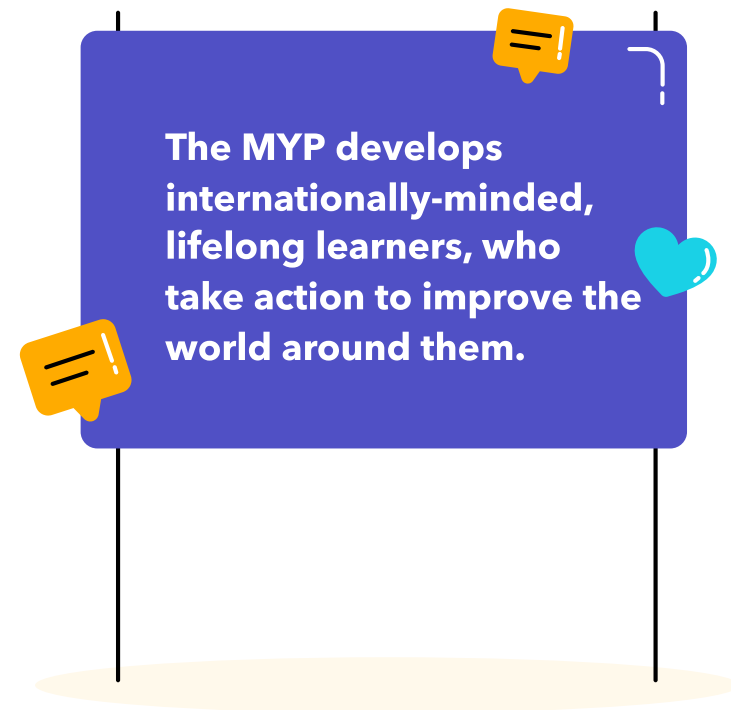
**Part 1**

# Introduction

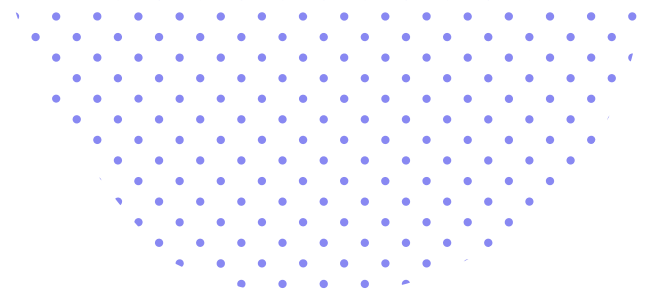
## 1.1 | About our visual guide to the MYP

The MYP is an incredible framework for supporting concept driven, interdisciplinary, inquiry based education. However, for beginners, the program can feel daunting to unpack and understand.

The goal of creating this resource was to synthesize IB guidance on organising teaching and learning in the MYP into a visually engaging and interactive format for teachers and teams to explore. We wanted to help bring these big ideas to life and give educators tools for both understanding the MYP framework and planning for engaging and meaningful learning experiences.

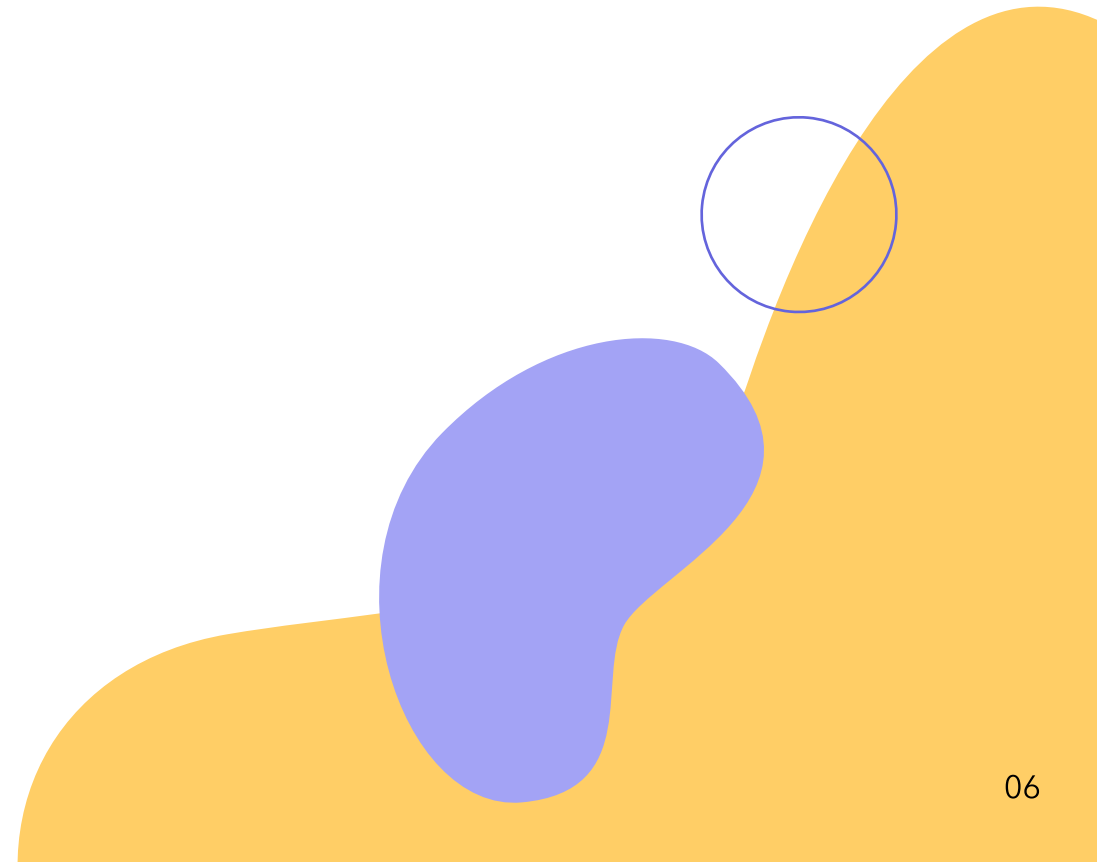


*Disclaimer - This resource has been produced independently of and not endorsed by the IB. Toddle's resources seek to encourage sharing of perspectives and innovative ideas for classroom teaching & learning. They are not intended to be replacements for official IB guides and publications. Views and opinions expressed by the authors of these resources are personal and should not be construed as official guidance by the IB. Please seek assistance from your school's IB coordinator and/or refer to official IB documents before implementing ideas and strategies shared within these resources in your classroom.*



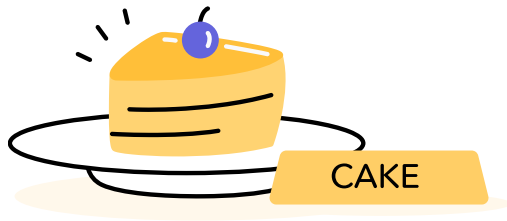
## 1.2 | Understanding the IB programmes

The IB programmes provide students with a range of learning experiences. They support conceptual understanding, while also giving students authentic experiences enabling them to make connections to the world outside of the classroom. The programmes focus on developing students mindset and skills that enable them to be lifelong learners and to make a positive difference to the world. All four IB programmes help students develop as internationally-minded citizens.



# Understanding the PYP: A transdisciplinary programme

"What skills and understandings might I need to solve real world problems?"



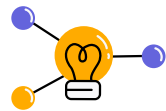
Represented as a cake where the ingredients are no longer distinguishable and the result is something completely different ( Choi and Pak 2006)

## Transdisciplinary themes

Through the essential elements, students go beyond subjects to solve real world problems identified in the transdisciplinary themes.



Knowledge



Concepts



Action



Approaches to Learning

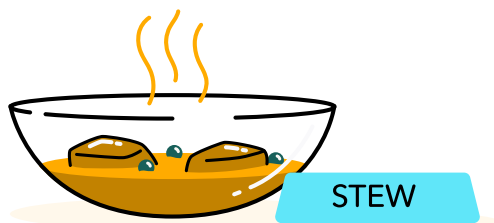


Learner Profile Attributes



## Understanding the MYP: An interdisciplinary programme









"What skills and understandings might an expert use to solve problems in my community?"



Represented as stew where ingredients are partially distinguishable (Choi and Pak 2006)

### Global Contexts

Through the eight subject areas, students learn disciplinary skills to solve real world problems identified in the IB global contexts.

|  |  |  |  |
|--|--|--|--|
|  <b>Language Acquisition</b> |  <b>Language &amp; literature</b> |  <b>Individual &amp; Societies</b>       |  <b>Sciences</b> |
|  <b>Mathematics</b>         |  <b>Arts</b>                      |  <b>Physical &amp; Health Education</b> |  <b>Design</b>  |



## Understanding the DP: A multidisciplinary programme





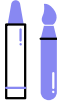

"How can I show that this is the best model for solving this problem in the real world?"



Represented as a mixed salad where the ingredients remain separate and distinguishable (Choi and Pak 2006)

### Theory of Knowledge

Disciplines are supported by Theory of Knowledge which asks students to use metacognition and understand how we know what we claim to know.

|  |   |   |
|--|---|---|
|  <b>Language Acquisition</b> |  <b>Studies in language &amp; literature</b> |  <b>Individuals &amp; Societies</b> |
|  <b>Mathematics</b>         |  <b>Arts</b>                                |  <b>Sciences</b>                   |

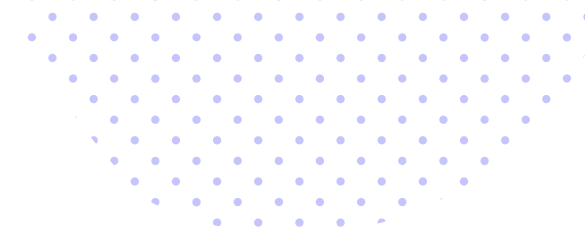
## 1.3 | **What connects the MYP to the other IB programmes?**

Teaching and learning in the MYP extends the connections student have begun making with the world around them in the PYP. It prepares students to continue applying this learning towards becoming responsible members of the global community as they transition to the DP. This is achieved through the following key elements that work as a unifying thread across all the IB programmes:

IB learner profiles

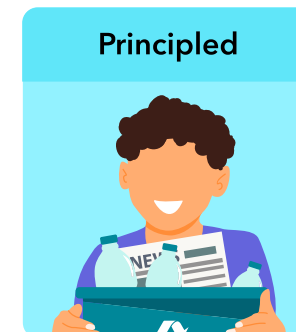
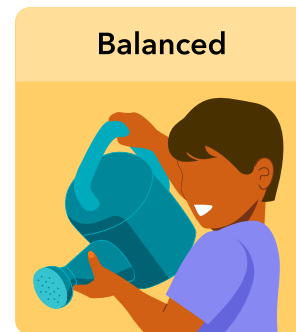
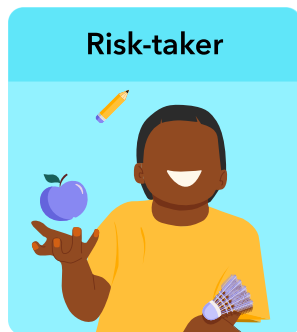
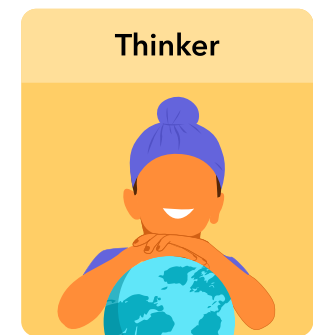
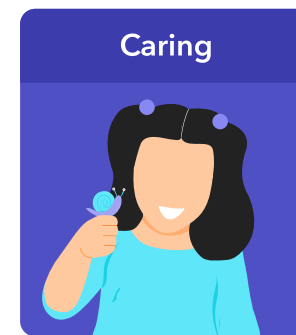
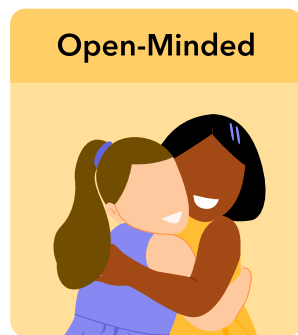
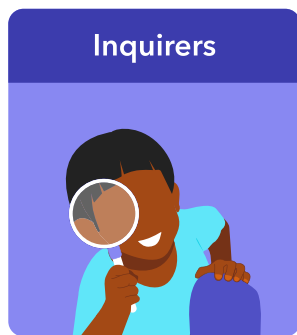
Taking action

Projects



## IB learner profile

- The IB has identified a set of ten attributes for the learner profile in order to nurture active, compassionate and lifelong learners.
- These IB learner profiles, illustrated below, are at the heart of all four IB programmes and represent the IB's mission in action.



[Download this poster here!](#)

## IB learner profile in the MYP



### Classroom Tip

Here are three tips for MYP appropriate ways to bring the IB learner profile into the classroom

- Have students use the learner profiles when reflecting on their learning
- Have a class discussion on the role of the learner profiles in your discipline/subject
- Have students use the learner profiles when discussing notable people - from historical figures to characters in texts they are studying!



[Trailblazer Learner Profile Posters](#)

[By Parita Parekh](#)

## | Taking action

Action - or learning by doing - is integral to an IB education. All IB programmes support students in using the knowledge they acquire through the programmes to take action towards a better world.

**PYP:** Action

**MYP:** Service as action

**DP:** Creativity action service (CAS)



**Moving beyond awareness and understanding to engagement, action and bringing about meaningful change.**

[-What is an IB education?](#)



## | Service as action in the MYP

Service as a subset of action in the MYP encourages students to commit themselves to making a positive difference to the lives of others and the environment.

As students engage with local, national and global issues, they are encouraged to take one or more types of action - direct, indirect, advocacy or research.

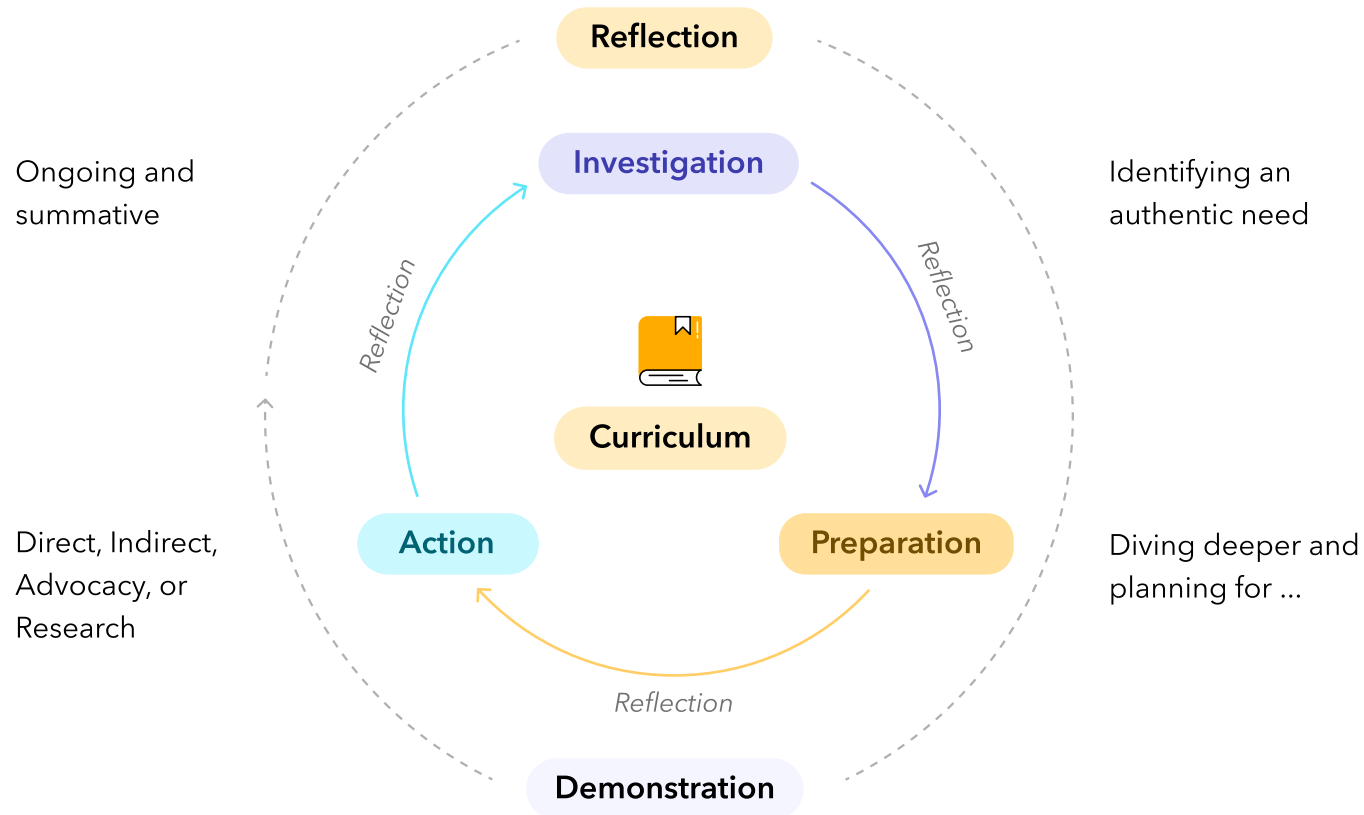
For each year in the MYP, students work towards seven developmentally appropriate service learning outcomes.

They may meet these outcomes through classroom experiences or through student initiated action (clubs, events and projects.) The service learning process takes students through the five stages of **Investigation, Preparation, Action, Reflection, Demonstration** and **Evaluation**.



# The five stages of service learning

A framework to structure service experiences



What and how you learned...  
What you contributed/ accomplished...  
Who you will tell...

[Download this poster here!](#)



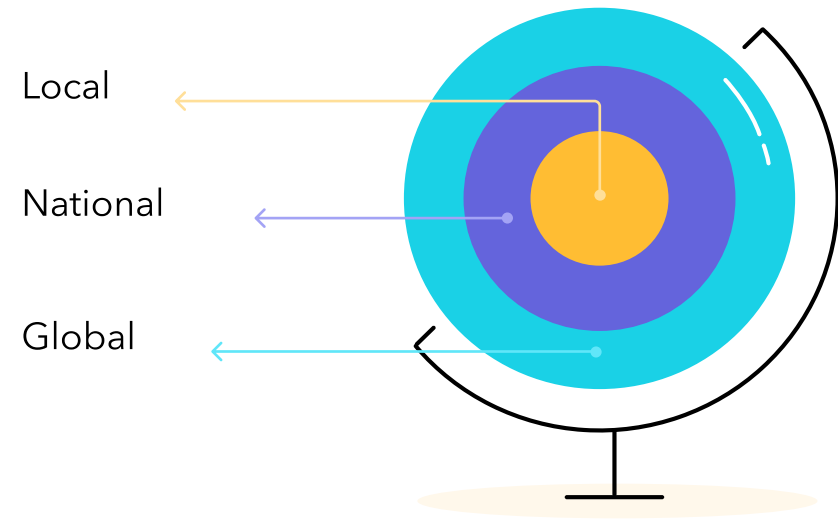
Credit: [Cathryn Berger Kaye](#)





## Educator reflection

- What local, national and global issues are represented in your units?
- How can students take action within your units?
- How might students be inspired by your units to initiate their own action?



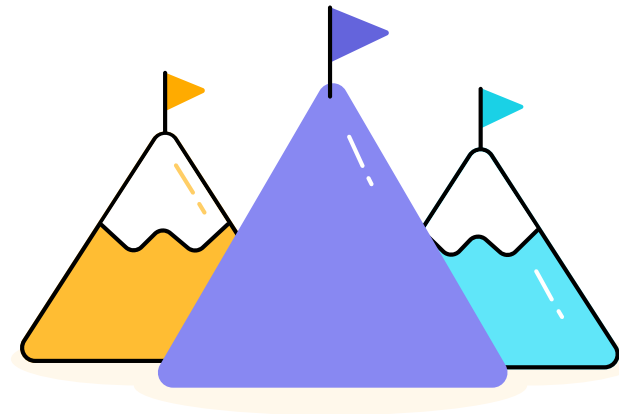
## Projects

All IB programmes have a culminating project which allows students to demonstrate the skills they acquired during the programme, while inquiring into a topic of their choice.

**PYP:** The exhibition

**MYP:** Community project / Personal project\*

**DP:** CAS project



**These projects provide an opportunity for students to showcase their knowledge, understanding and skills.**

[-What is an IB education?](#)

## Projects in the MYP

**Community project:** The Community project focuses on service as action. Students work as individuals, or in groups, on a student-initiated **service project**.

**Personal Project:** Students work individually on a topic of their choice. The focus of this project is on demonstrating how the student has developed their **approaches to learning (ATL) skills**.

### Discuss

If you were going to do your own community or personal project - what would it be about and why?



**MYP projects help students to develop the attributes of the IB learner profile, provide students with an essential opportunity to demonstrate ATL skills developed through the MYP, and foster the development of independent, lifelong learners.**

-MYP: From principles into practice

[Building a Better Personal Project](#)  
*By Sarah Phillips*



## Educator reflection

Look back at the programmes and discuss amongst your teaching teams:

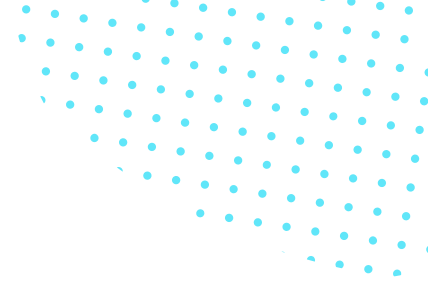
- What is the same? What is different?
- How do these similarities and differences help with both scaffolding and transition?
- What do the shared/similar elements tell us about what IB educators value?



**Part 2**

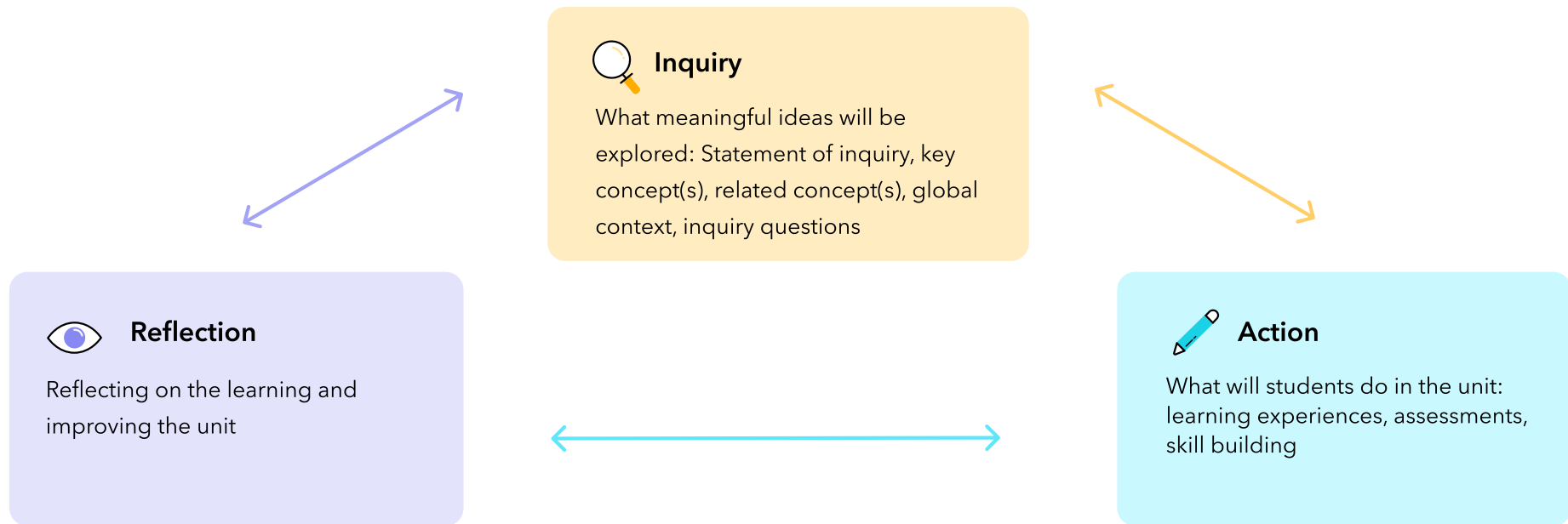
# **MYP unit planning: Inquiry**

How is learning structured?



## 2.1 | Breaking down the MYP unit planner

The unit planner is divided into three parts - **inquiry**, **action** and **reflection**. The following graphic details what each part includes:



Each of these parts are connected with one another, and can serve as the starting point for a unit; unit planning is not necessarily a linear process. Teachers can start with an assessment, a global context exploration, an important skill, or a previous reflection, and keep moving between the different parts as you plan. Using any of these starting points, teachers can further develop their ideas to design guided inquiries that are built around conceptual understandings, and accommodate different global and local contexts.

## 2.2 | Conceptual understanding

The MYP is a conceptually driven framework, encouraging students to connect concepts or 'big ideas' across subject groups with the world outside. All units use one **key** concept and a variety of **related** concepts to support conceptual teaching and learning.



**Key concepts** are broad, organizing, powerful ideas that have relevance within and across subjects and disciplines, providing connections that can transfer across time and culture.

**Related concepts** are grounded in specific disciplines, and provide a focus for inquiry into subject-specific content.

-MYP: From principles into practice



[MYP Key Concept Posters through a Subject Lens](#)

[By Piyush](#)



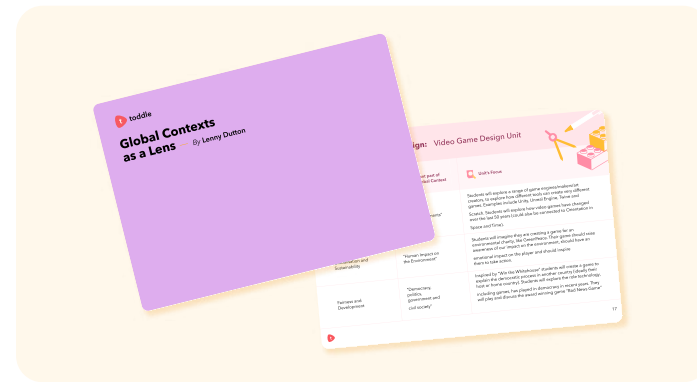
[Pick-a-Pic: Photo Games for MYP Key Concepts](#)

[By Lenny Dutton](#)

## 2.3 | Global contexts

Along with the key and related concepts, all units also use one of the six IB global contexts to help students situate their classroom learning within a real-world context. Global contexts allow students to explore local, national and global issues and build on powerful themes of global significance.

Teachers choose a global context for each unit for their subject, along with an exploration, to provide a contextual lens, and promote international mindedness amongst students.



### [Global Contexts as a Lens](#)

[By Lenny Dutton](#)

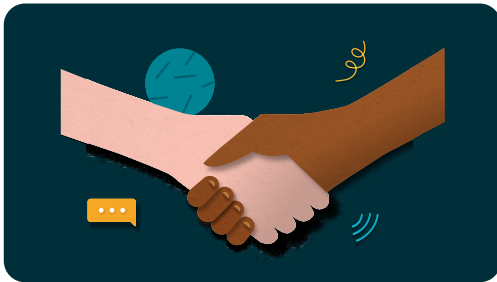


### [Choosing Appropriate Global Context Explorations](#)

[By Jason Reagin](#)

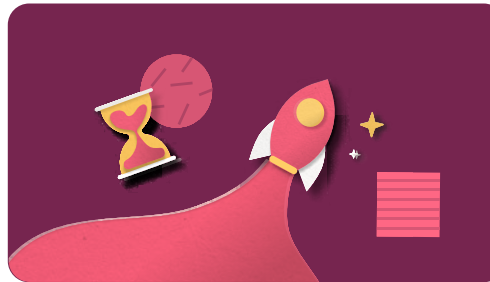


## IB MYP global contexts



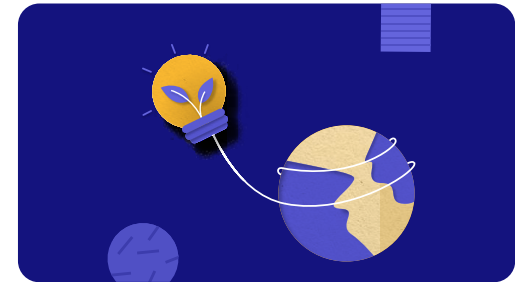
### Identities and relationships

Who am I? Who are we?



### Orientation in time and space

What is the meaning of  
"where" and "when"?



### Globalization and sustainability

How is everything connected?



### Scientific and technical innovation

How do we understand the  
world in which we live?



### Personal and cultural expression

What is the nature and purpose of  
creative expression?



### Fairness and development

What are the consequences  
of our common humanity?

[Download these posters here!](#)



## Educator reflection

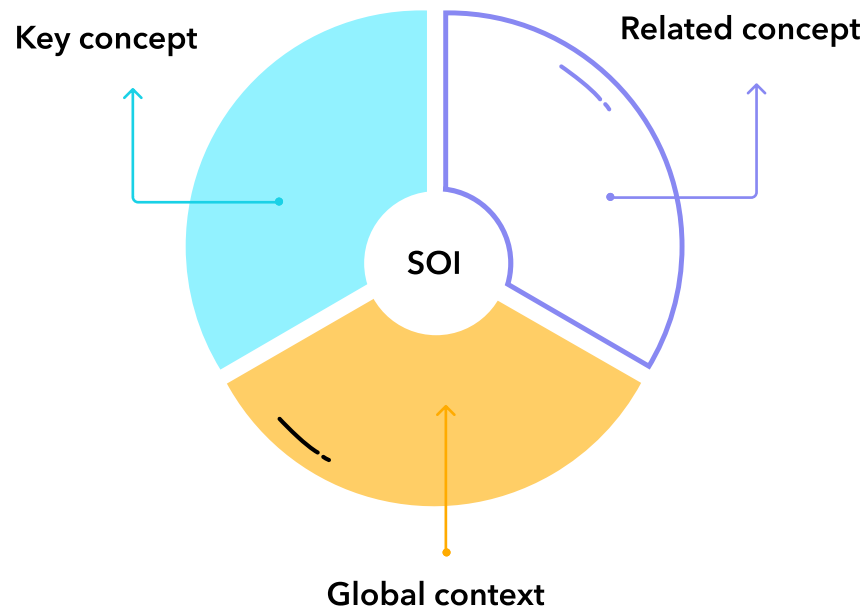
Look at the concepts and global context you have selected for a unit - answer the following questions, suggested in *MYP: From principles into practice*, to see if this global context provides meaning to the unit:

- Why are we engaged in this inquiry?
- Why are these concepts important?
- Why is it important for me to understand?
- Why do people care about this topic?

Could changing any of the concepts or the global context provide more meaning or a different meaning?

## 2.4 | Statement of inquiry

All MYP units have a 'statement of inquiry'. This is a meaningful statement which expresses the big idea of the unit, guides student inquiry, and also prompts connections outside of the unit. It is constructed by combining the key and related concepts with the global context.



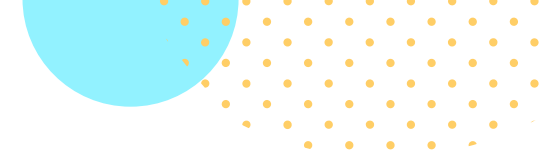
[MYP Statements of Inquiry Starter Pack](#)

*By Lenny Dutton*



[Educator Tips: Creating a Statement of Inquiry](#)

*By Pallavi Dhody Dwivedi*



## 2.5 | Inquiry questions

In order to help students unpack the statement of inquiry, teachers formulate *factual*, *debatable* and *conceptual questions* for each unit. These inquiry questions shape explorations over the course of a unit, and are often co-constructed with students.

### 1 Factual questions

- Knowledge/fact-based
- Content-driven
- Skills-related
- Supported by evidence
- Can be used to explore terminology in the statement of inquiry
- Frequently topical
- Encourage recall and comprehension

### 2 Conceptual questions

- Enable exploration of big ideas that connect facts and topics
- Highlight opportunities to compare and contrast
- Explore contradictions
- Lead to deeper disciplinary and interdisciplinary understanding
- Promote transfer to familiar or less familiar situations, issues, ideas and contexts
- Encourage analysis and application

### 3 Debatable questions

- Enable the use of facts and concepts to debate a position
- Promote discussion
- Explore significant ideas and issues from multiple perspectives
- Can be contested
- Have tension
- May be deliberately provocative
- Encourage synthesis and evaluation



## Part 3

# MYP unit planning: Action

What do learners do?

## 3.1 | Resources and strategies

In MYP classes, students are asked to go beyond exams, essays and presentations. They are provided with a broad range of learning experiences, assessments and resources to help them inquire into the unit's key ideas. These can include technology integration, multiple-entry points, scaffolding and extension, action and real-world learning, interactions with people, organisations and facilities in the community and culturally responsive teaching. Resources and strategies for MYP units can include but are not limited to:

- Games & apps
- Simulations
- Online labs
- Podcasts & audio books
- E-journals & websites
- Virtual museums

- Multimodal texts (photo essays, TV commercials, letters, mind maps, etc.)
- Graphic organisers
- Manipulatives
- Visible Thinking Routines

- Field visits
- Case studies for Sustainable Development Goals
- Reflection templates

- Reports published by NGOs and local businesses
- Community library
- Questionnaire for Author Interview

- World Literature, Art, Music
- Interviews with community Elders
- Funds of Knowledge
- KWL charts
- Peer-evaluation rubrics



**o o o | Educator activity**

**Discuss:**

- What resources do you provide your students to support their inquiry?
- What types of activities do students engage in in your classroom?






**Create:**

Create a mind-map to show the range of resource types and strategies you use. Share your mindmap with a colleague - can you learn about new strategies and resources from them? All teachers have their own toolkit - make sure you add to yours through collaborating with your team.

## 3.2 | Approaches to learning (ATLs)

All IB programmes lay particular emphasis on five categories of ATLs, which are further divided into specific skill clusters. These skills are nurtured to help students **learn to learn**.

As ATLs provide a common language and support student learning in and out of the classroom, we may see them visible in many places, including through the core curriculum, assemblies, student conferences and reflections. In the MYP, ATL skills are also documented in unit plans. ATL skills should be explicitly taught and should be connected to the subject objectives.

|   |                        |
|---|------------------------|
|    | <b>Thinking</b>        |
|    | <b>Communication</b>   |
|    | <b>Research</b>        |
|  | <b>Self-Management</b> |
|  | <b>Social</b>          |





## Communication

**Exchanging thoughts, messages and information effectively through interaction:**

How can students communicate through interaction?

**Reading, writing and using language to gather and communicate information:**

How can students demonstrate communication through language?

# ATL Skills

[Download this poster here!](#)



## Thinking

**Finding, interpreting, judging and creating information (Information Literacy):** How can students demonstrate information literacy?

**Interacting with media to use and create ideas and information (Media Literacy):**

How can students demonstrate media literacy?



## Self-Management

**Managing time and tasks effectively**

**(Organisation):** How can students demonstrate organization skills?

**Managing state of mind**

**(Affective):** How can students manage their own state of mind?

**(Re)considering the process of learning; choosing and using ATL skills (Reflective):**

How can students be reflective?



## Collaboration

**Working effectively with others:**

How can students collaborate?



## Research

**Analysing and evaluating issues and ideas**

**(Critical Thinking):** How can students think critically?

**Generating novel ideas and considering new perspectives (Creative Thinking):** How can students be creative?

**Using skills and knowledge in multiple**

**contexts (Transfer):** How can students transfer skills and knowledge across disciplines and subject groups?



## Educator reflection

- What skills do your students struggle with?
- What strategies and resources do you use to support students developing their ATLs?
- Who else is supporting students develop these skills and how are they doing it? (You might choose to use your school's ATL chart to help you with this question)

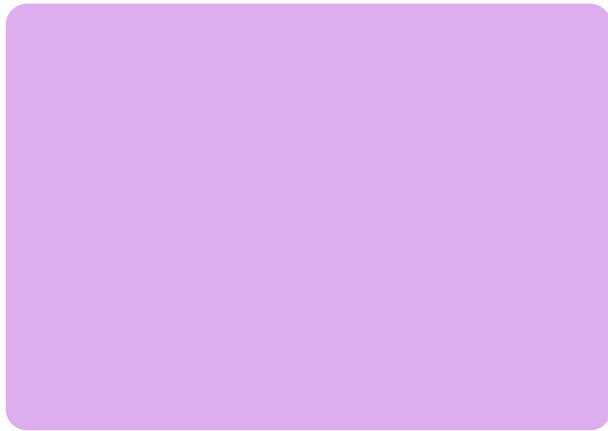


**The focus of ATL in the MYP is on helping students to develop the self-knowledge and skills they need to enjoy a lifetime of learning.**

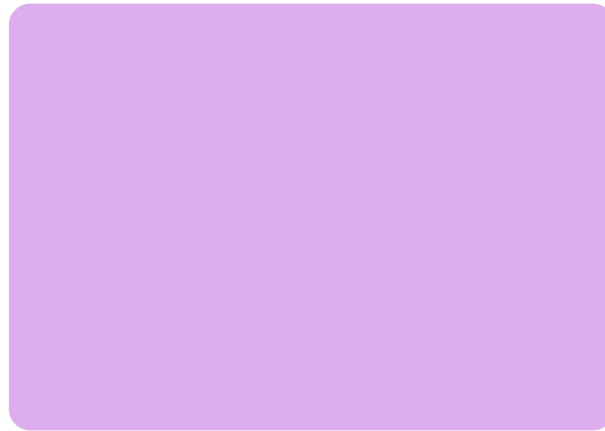
-MYP: From principles into practice

### 3.3 | Assessment in the MYP

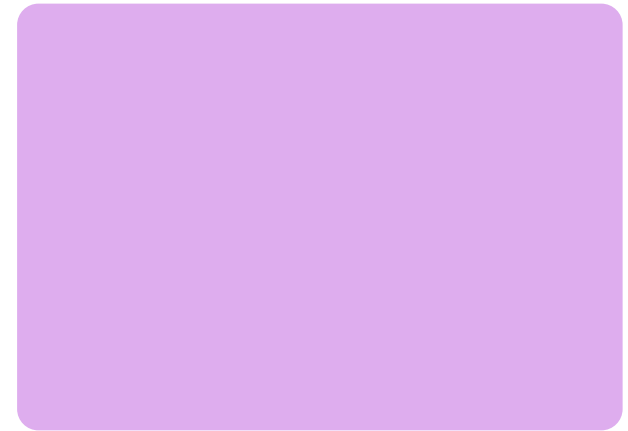
All MYP subject groups are described in terms of Aims, Objectives and Criteria.



The Aims are like the summit of a mountain: what students gain by studying the subjects



The Objectives are like the paths up the mountain: the way that students work towards the aims



The Criteria are like the milestones along the way: they indicate students' progress towards the subject's objectives

Assessments in the MYP are aligned with the Objectives and are graded using the Criteria.

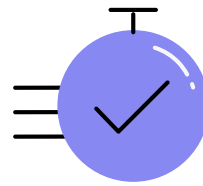
## | Types of assessment

In the MYP, assessment is not just done at the end of the unit, but is done throughout to help students learn; the aim is to encourage learning. As such, assessment can be *diagnostic*, *formative*, and *summative*.



### Diagnostic Assessment

Evaluates what students know **before** introducing new knowledge/skills



### Formative Assessment

Evaluates students acquisition of skills/knowledge being taught at **periodic intervals**



### Summative Assessment

Evaluates student performance of specific skills/ knowledge at the **end** of an instructional period.

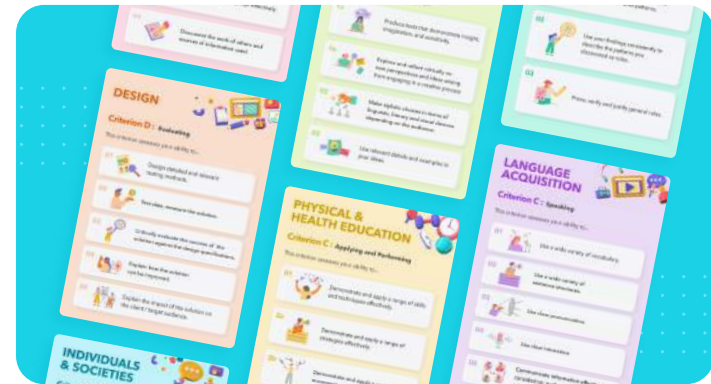
## 3.4 | Aligning assessments with subject aims and criteria

- When designing summative assessments, teachers connect these to the unit's statement of inquiry and the subject's criteria.
- Creating assessment tasks with task-specific clarifications and clear rubrics connected to the criteria helps students know what is required of them.



### Classroom Tip

Assessment criteria in the MYP are powerful descriptors that can help us map and articulate inquiries, equipping teachers and students with ways to use subject-specific language more intentionally and explicitly.



### MYP Assessment Criteria Posters

By Rafael Angel Mendoza



## Educator reflection

- How much choice do students have in demonstrating their learning?
- How many different ways can students demonstrate their understanding of the different objectives?
- What different resources & strategies do you use?
- What are the different assessment types you offer your students? Do you go beyond essays, exams and presentations?
- How meaningful and authentic are your assessment tasks?
- How do your assessment tasks challenge students to use their knowledge and skills in unfamiliar situations?

## Summary

In summary, when creating MYP units, teachers must ensure that assessments:

- are integral to the learning process
- are aligned with the subject-group objectives
- gather information from a variety of perspectives, using a range of tasks according to the need of the subject and the nature of the knowledge, skills and understanding being assessed
- are appropriate to the age of the group and reflect the development of the students within the subject
- provide evidence of student understanding through authentic performance (not simply the recall of the factual knowledge)

## 3.5 | Service as action connected to the unit

Service learning experiences could be incorporated at different parts of the unit:

- 1 A service learning experience could be the **starting point for the unit**. For example, removing invasive plant species from a local park could be the beginning of an inquiry into ecosystems and the role of plants in them.
- 2 Service learning experiences could also support learning **during the unit**. For example, students could learn about people's first-hand experiences of historical events by speaking with residents at a local senior's residence.
- 3 Students may also engage in service learning as a **result of a unit**. For example, having learned about unequal access to resources in a statistics and probability unit, students may be inspired to create a social media campaign to raise awareness about the issue.



**Classroom tip:** Service opportunities can exist outside of the unit, for example through clubs and events. However, teachers are encouraged to connect service learning to their units. Students may also take self-initiated action or create service opportunities inspired by the content of a unit.





## Service learning outcomes

Through their engagement with service as action, MYP students should:



become more aware of their own strengths and areas for growth



undertake challenges that develop new skills



work collaboratively with others



consider the ethical implications of their actions



discuss, evaluate and plan student-initiated activities



persevere in action



develop international-mindedness through global engagement, multilingualism and intercultural understanding



**Classroom tip:** Service learning outcomes can be used to help plan service connections. Students may also use these outcomes to reflect on how they can use what they learnt in the unit to take action.

[Download this poster here!](#)



## Educator activity

### Brainstorm with teaching teams:

- How might students take action inspired by your units?
- How are you helping students make these connections?
- Are there any local opportunities you could share with students to help them take action and serve the local community?
- How might you use your school's service as action coordinator in your planning?



## Classroom tip

At the end of the unit ask students to reflect using the following question:

"How might I take action inspired by this unit?"

## 3.6 | IB learner profile

Many of the learning experiences students engage in during a unit help them develop the IB learner profile attributes. These may also be developed outside of lessons, for example, through activities in their homeroom or outside of school.



[Living the Learner Profile collection for MYP](#)

[By Geraldine De Fazio, Vanessa Vaz](#)



### Classroom Tip

- *Start of the unit:* Ask students 'how might being [IB learner profile attribute] help you with this unit?'  
*End of the unit:* Ask students 'how did being [IB learner profile attribute] help with this unit?'
- Have students use the IB learner profile to set goals within the unit
- When students are learning about notable people, (fictional characters, historical leaders) ask them to describe what IB learner profile attributes they embody. When discussing local, national and global issues in your unit, ask students what IB learner profile attributes might help with this issue.

## 3.7 | Differentiation

Teachers can differentiate **content, process, product** and **learning environment** to meet individual learner needs.

To differentiate content and process, opportunities and scaffolds during learning experiences to match learning needs and preferences should be created. This could include diagnostic assessments, samples of work, advance organisers, flexible deadlines, group/peer-led tasks, as well as adjusting the pace of classroom learning.

To differentiate product, assessment tasks should allow students with diverse abilities to fully demonstrate their learning. This could include offering students assignments of varying difficulty or choices to present their learning. For example, a choice between an oral presentation, writing, or a practical method such as leading a peer-to-peer workshop.

To differentiate learning environment, teachers need to think about ways in which to create a safe and positive learning space for all students. This could include spaces for quiet work and those that foster collaboration, alternative seating, as well as culturally responsive materials and resources. This also includes setting classroom expectations and protocols.



## Part 4

# MYP Unit Planning: Reflection

How is learning iterated upon?

## 4.1 | Reflection

The reflection section serves the purpose of an initial brainstorming which can become a starting point for other educators across contexts. It promotes reflective planning as an ongoing process wherein classroom experiences continually inform, and help in the iteration of teaching & learning. It also provides an opportunity to evaluate challenges and successes, and informs future planning.

The reflections can be done by teachers individually or collaboratively and good practice encourages the use of student voice in the reflection.



### Classroom tip

Include students in your unit reflections! Use their questions and feedback to inform your planning.



## 4.2 | Reflection before the unit

The purpose of reflecting before teaching a unit is to prepare by identifying the most important themes of the unit and considering what students might already know. Teachers can consider how the unit will be explored by that specific cohort - what topics in the unit might interest and inspire the students? What differentiation will need to happen to support learners in that cohort? Reflecting before teaching a unit also allows teachers to make improvements from the last time it was taught. It can also give teachers an opportunity to make connections to what is happening in the world at the time they are about to start the unit.

- 1 Why do we think that the unit or the selection of topics will be interesting for these particular students?
- 2 What potential interdisciplinary connections can we identify?
- 3 How might we develop other components of the MYP such as the IB mission statement, the learner profile, international mindedness?
- 4 What opportunities might be developed to inspire responsible action and service learning?
- 5 What do students already know, and what can they do that can be referred to and utilized during this unit?

## 4.3 | Reflection during the unit

Reflecting during the unit allows teachers to document any changes they have had to make. Did anything not go according to plan? Did teachers and/or students create inquiry questions which led the unit into a different direction? Teachers can use these reflections to be responsive to students needs and can use them to adjust the unit as it is being taught.

- 1 What disciplinary objectives and skills need strengthening?
- 2 What student questions and inquiries are emerging and how are we exploring them?
- 3 What resources are proving useful and what other resources do we need?
- 4 What disciplinary and ATL skills need more practice?
- 5 What is happening in the world right now which could be connected with teaching and learning in this unit?



## 4.4 | Reflection after the unit

It is important to reflect at the end of the unit on what went well and what could be changed. Without documenting these ideas, they might be lost by the time the unit is taught again. If a different teacher is taking over a unit, they may rely on these reflections to help understand the unit. This is also a space for teachers to describe things they would like to do differently or new ideas they would like to explore.

- 1 What student questions emerged and how did we explore them?
- 2 What evidence do we have that students developed attributes of the IB learner profile or grew in terms of international mindedness?
- 3 What will we keep and what will we change when/if we teach this unit again?
- 4 What did we learn from standardizing the assessment?
- 5 What evidence do we have that students were intrinsically motivated and demonstrated ownership of their own learning process?



# Bring teaching teams together to make magic happen

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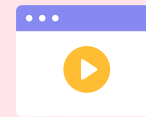
Let's have a chat



Collaborative Planning



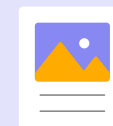
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