



A PARENT'S GUIDE TO THE IMYC

Learning process, the Six Key Needs of the Adolescent Brain, KSU, assessment

WHAT IS THE IMYC?

- ❖ A *philosophy* (what we believe about learning)
- ❖ A *pedagogy* (an approach to teaching, including a *process* that best facilitates learning for this age group and *structures and systems* that support the Six Key Needs of the Adolescent Brain)
- ❖ A *curriculum* (a set of learning goals for each subject, including personal and international goals, along with assessment for learning rubrics)

Our *philosophy, pedagogy and curriculum* are all aimed at improving students' learning.

PLANNING IN THE IMYC

Unit Plans - Teachers create unit plans that outline subject links to the Big Idea, subject, personal, and international learning goals and related learning activities, reflection opportunities, formative and summative assessments, differentiation and activities that will tap into the 6 Key Needs of the Adolescent Brain. Reviewed as needed based on student needs.

Learning Goals planning - A spreadsheet in which each teacher maps all subject learning goals to ensure appropriate coverage in each academic year.

Route Planner - A list of units taught and the duration of each for a school year - planned to include international celebrations and school traditions. Reviewed every June as needed to add variety and interest.

WHAT IS THE IMYC?

The International Middle Years Curriculum (IMYC) is a comprehensive, thematic, creative curriculum for 11-14 year olds (Grades 6-8), with a clear Process to Facilitate Learning and specific Learning Goals for Subject, International and Personal learning.

The IMYC design focuses on improving learning and is guided by three key questions:

1. What kind of world will our students live and work in?
2. What kinds of personal qualities and dispositions will help our students to succeed in the world?
3. What kinds of learning experiences will our students need to prepare them for the future?

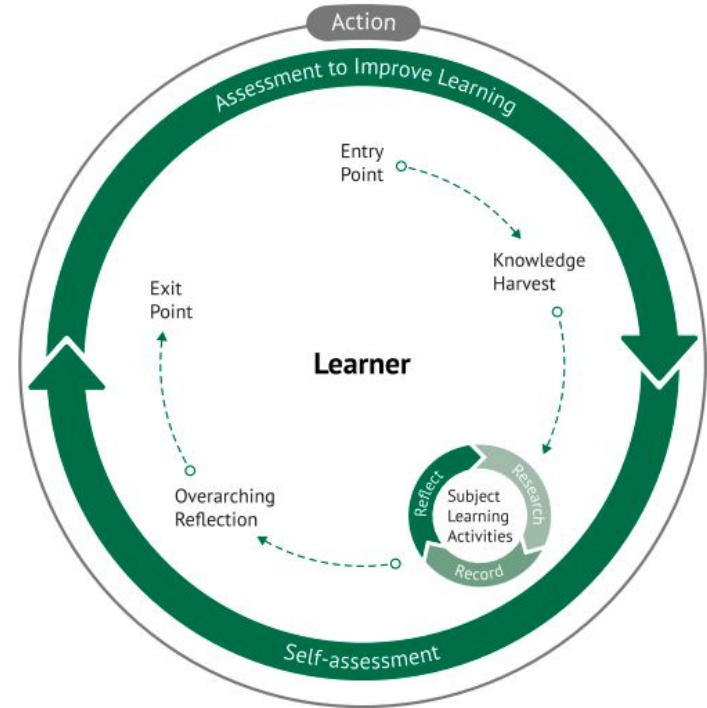
All subjects in the IMYC link to the same Big Idea, a conceptual statement that is approached from different perspectives. This offers students a blend of individual and shared learning experiences.

THE PROCESS TO FACILITATE LEARNING

Each unit is structured to make sure that students' learning experiences are as stimulating as possible. The units provide practical advice to teachers who are able to differentiate instruction and outcome as needed.

All the units follow the same process of learning as described in the following slide.

This process is based upon research and is designed to ensure that students are learning the way their brain is meant to learn best.



LEARNING PROCESS OF THE IMYC

Entry Point - An exciting introduction activity that begins each unit

Knowledge Harvest - Provides an opportunity for students to reveal what they already know about the themes they are studying. It informs planning.

Research and Recording Activities - During research activities, students use a variety of methods and work in different group sizes to find out a range of information. This can involve reading, researching online, discussing and exploring ideas in a variety of ways. During the recording activities, students interpret the learning they have researched and have the opportunity to demonstrate, share and explain their learning in different ways.

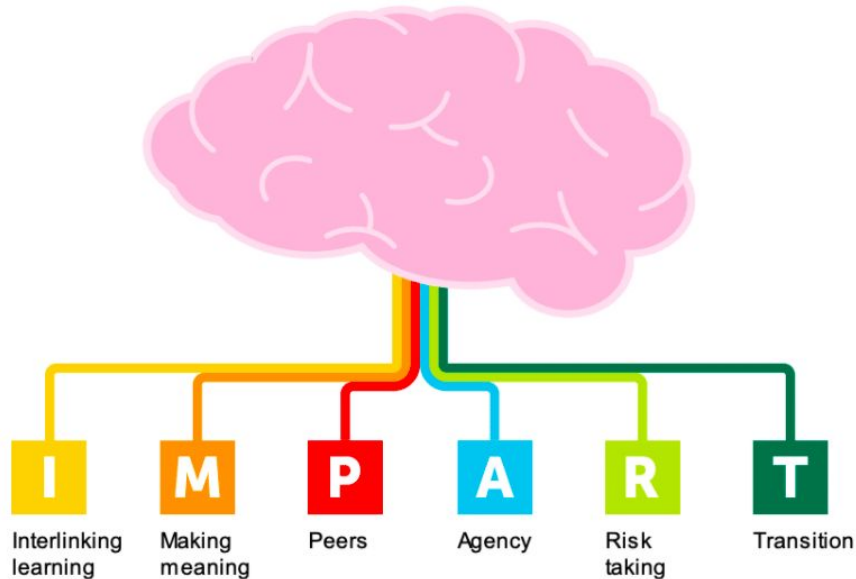
Reflection - Students are given the opportunity to reflect on their learning throughout and at the end of each unit. They are given time to check, discuss and compare their recording activities, self-assess, reflect on peer-feedback and learning advice. They also answer overarching reflection questions to round up each unit.

Assessment - It is ongoing and used to improve learning. See slides 14-16.

Exit Point - The Exit Point helps students pull together their learning from different subjects in the unit and act upon it once again, completing a media project. It is a celebration of the learning that has taken place.

Outer Action Circle - This grey ring around the outside is there to remind and encourage students that action can be taken at any point of the learning journey. Students recognize that they can be agents of change in the school, local, and global communities in which they belong.

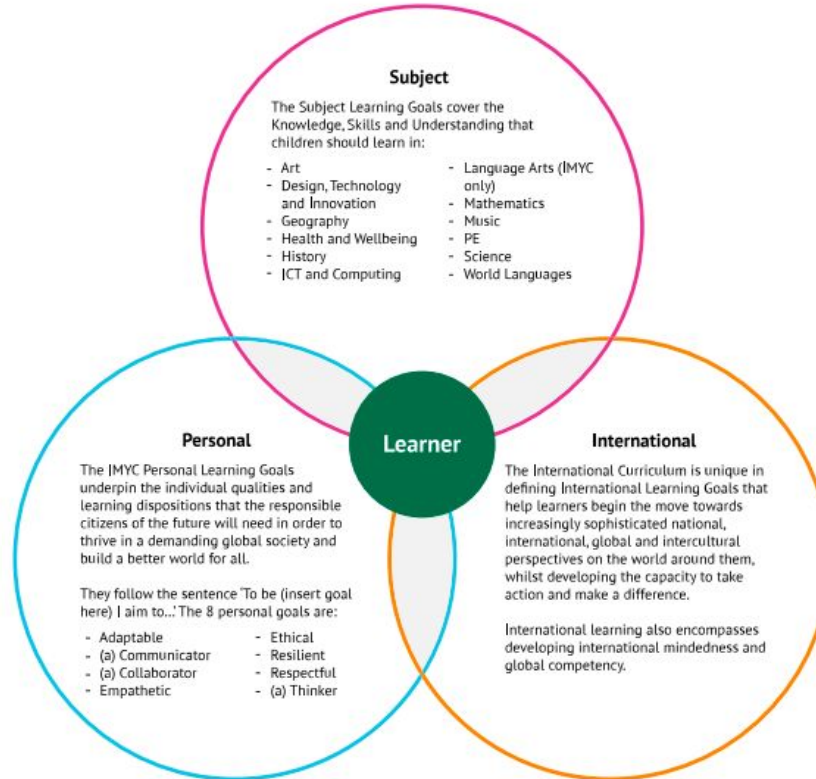
THE 6 KEY NEEDS OF THE ADOLESCENT BRAIN



Drawing on current neuro-linguistic research, the IMYC provides structures and systems that support the needs of the adolescent brain: interlinking learning, making meaning, working with peers, developing agency*, taking safe risks, transitioning from elementary education to exam-focused years.

***Agency** was added in the revised IMYC 2020, and refers to opportunities for students to realise they are agents of their own learning and that by being engaged and proactive, they can make a difference in the world.

TYPES OF LEARNING IN THE IMYC



LEARNING GOALS, INTERNATIONAL GOALS, AND PERSONAL GOALS

The Learning Goals are what students should learn. There are learning goals for:

- all of the subject areas (geography, science, etc)

- personal development and

- for the development of children's international mindedness and global competence.

LEARNING GOALS - SUBJECT GOALS

The Subject Goals - the K S U of each subject in a unit. Starts with ... be able to (skill) ...know (knowledge) ...develop an understanding (understanding)

Knowledge	Skills	Understanding
Know that.....	Be able to	Understand....

LEARNING GOALS - PERSONAL LEARNING GOALS

Personal goals are individual qualities and learning dispositions we believe students will find essential. There are 8 IMYC Personal Goals:

Adaptable

Collaborator

Communicator

Empathetic

Ethical

Resilient

Respectful

Thinker

We use these learning goals in tasks, in our displays, and in our school Code of Conduct.

LEARNING GOALS - INTERNATIONAL LEARNING GOALS

International Learning goals that help students begin the move towards an increasingly sophisticated national, international, global and intercultural perspective and develop a sense of 'international mindedness' or 'global competence'.

Terminology to support the development of internationally minded and globally competent learners includes the use of the following throughout the IMYC units:

- "Home" country is where the child may have been born and/or has cultural roots
- "Host" is where the child is living now, where the school is located
- "Heritage" countries are where the child's family originates from
- "Adopted" countries enhance learning by allowing for comparison to the home/host/heritage country by identifying the similarities and differences between countries.

KNOWLEDGE SKILLS AND UNDERSTANDING (KSU)

Knowledge refers to factual information. *Assessed - quizzes, tests, multiple choice, posters etc*

Skills refer to things students are able to do. Skills have to be learned practically and need time to be practised. Skills develop through the stages of beginning, developing and mastering. *Assessed through AFL rubrics and learning advice is provided for students to move to the next level.*

Understanding refers to the development or 'grasping' of conceptual ideas, the 'lightbulb' moment that we all strive for. Understanding is personal and is always developing. None of us ever 'gets there', so you can't control understanding. IMYC units do provide a whole range of different experiences through which students' understanding can develop and deepen. *Assessed through; observation, student teaching, HOT and abstract questioning.*

ASSESSMENT IN THE IMYC - SKILLS

The IMYC has been designed to measure improvements in learning by using an Assessment for Learning Programme or AFL. This programme supports teachers in assessing, and children in self-assessing, their progress with key **skills** from the IMYC Learning Goals.

The programme is broken down into three parts:

- **Teacher rubrics:** these are essentially, success criteria. They help teachers observe and record the level at which children are learning in terms of 'beginning', 'developing' and 'mastering' (across the different mileposts).
- **Student rubrics:** student-friendly versions of the above, in age appropriate language, for children to use when self and peer-assessing.
- **Learning advice:** specific learning activities and advice, which can be used in class and shared with parents, that helps students to move from one stage to the next with their learning.

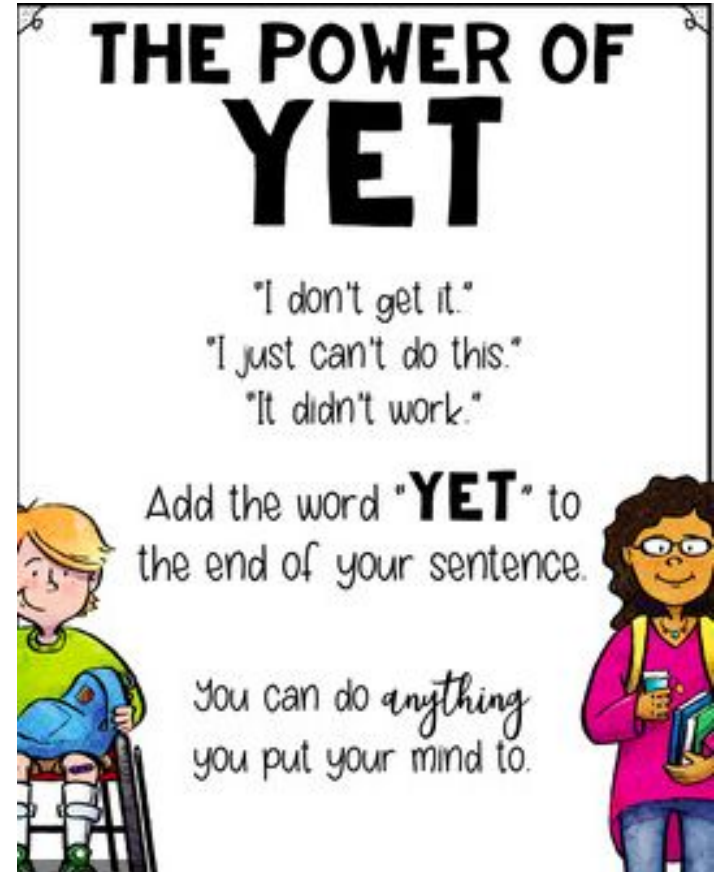
ASSESSMENT IN THE IMYC - SKILLS

Rubric language

Beginning (I'm getting used to it)

Developing (I'm getting better)

Mastering (I'm really getting it)



ASSESSMENT IN THE IMYC - KNOWLEDGE AND UNDERSTANDING

Assessment for Learning provides a tool for teachers (and students) to use when assessing *skills*, but it is not used to assess knowledge or understanding.

Knowledge is assessed through tests, conversations, quizzes, and posters.

Understanding is assessed through HOT (higher order thinking) questioning, observation, reflections etc

WHAT CAN I DO TO SUPPORT MY CHILD?

Use the language and talk about learning!

- knowledge, skills, understanding
- beginning, developing, mastering
- personal goal words

International mindedness

- Talk about your home country, host country and places you've lived
- Look at maps at home
- Read about news that is important in other countries.

Volunteer

If you have specialty, interest or experience that can be used to support an IMYC unit - volunteer!

For further clarity or information, please contact your child's mentor or subject teacher.