

# MYP at ROMS

## IB at ROMS – Feasibility Study

ROMS is currently conducting a feasibility study of the International Baccalaureate (IB) Middle Years Program (MYP). This has already been done with the Primary Years Program at Helen Keller Elementary whose staff have committed to move forward to become a fully authorized IB World School. This past July, eleven ROMS staff members went to Texas to receive Level 1 Introductory training on how to implement the MYP. Since that time remaining staff has been given a brief introduction to the program and will continue to be educated about its components. Trained staff are sampling the different components of the MYP and looking at how they impact student achievement, engagement and motivation. At the end of our study, ROMS will determine whether or not to proceed further with full authorization.



Getting ready to learn about MYP in Austin, TX.



Talking MYP at lunch in Austin, TX.

## IB Programs

The International Baccalaureate offers three programs, the Primary Years Program (PYP), the Middle Years Program (MYP), and the Diploma Program (DP). Each program has been developed to meet the needs of specific age groups of students. The DP, an internationally recognized curriculum and assessment for high school juniors and seniors, has been practiced world wide for over 30 years. The MYP was developed in 1994 for students aged 11 to 16. And, the PYP has been offered to students aged 3 to 12 years since 1997. All three programs can stand alone or exist in any combination with a school district. While the DP, MYP, and PYP are uniquely distinct programs, their educational philosophy is consistent. There is a strong emphasis on responsible citizenship and international-mindedness.

## **IB Mission Statement**

**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.**

**To this end the organization works with schools, governments and international organizations to develop challenging programmes of international education and rigorous assessment.**

**These programmes encourage students across the world to become active, compassionate and lifelong learners who understand that other people, with their differences, can also be right.**

## **The Middle Years Program**

A main purpose of the MYP is to develop “independent learners who can recognize relationships between school subjects and the world outside, who can adapt to new situations and combine relevant knowledge, practical and social intelligence and solve authentic problems alone or in groups.” There are three fundamental concepts that developed this program; holistic learning, intercultural awareness, and communication. Each of these plays a significant role within the curriculum framework that aims to enable student to:

- Build upon their spirit of discovery to develop an understanding and enjoyment of the process of learning, independently and in cooperation with others;
- Acquire knowledge and understanding and prepare for further learning;
- Recognize the extent to which knowledge is interrelated;
- Learn to communicate effectively in a variety of ways;
- Develop a sense of personal and cultural identity and a respect for themselves and for others;
- Acquire insights into local and global concerns affecting health, the community and the environment, and develop a sense of individual and collective responsibility and citizenship;



This curriculum framework is developed through teacher collaboration, within and across subject departments, to utilize best instructional practices, and to write instructional units that teach concepts within a context.

## Authorization Timeline

There are three phases to becoming an authorized IB World School.

### 1. Feasibility study and identification of resources

To complete this stage, which leads to the filing of *MYP application form part A* with the regional office, a school should acquaint itself thoroughly with the programme by:

- Obtaining the MYP publications by purchasing them.
  - examining the programme's philosophy and curriculum to determine whether these meet the needs of its students
  - conducting a feasibility study on the possible consequences of implementing the programme
  - arranging for teaching and administrative staff to undertake IB-approved professional development.
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### 2. Trial implementation period: candidate status

Following acceptance of *MYP application form part A*, the school is designated an IB candidate school. The school teaches the programme for at least one year on a trial basis.

During this period, which leads to the filing of *MYP application form part B* with the regional office, a pre-authorization/consultation visit will be organized by the regional office to support and assist the school.

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### 3. Authorization visit by an IB visiting team

Provided previous stages have been completed successfully, the regional office arranges for the school to be visited by an IB team. The purpose of this visit is to:

- consult those who will be involved in the implementation of the programme
- evaluate the school's preparedness to implement the programme
- complete a report on the school's commitment and ability to deliver the programme.

## For More Information –

The IB website provides extensive information about all three programs, PYP, MYP, DP.  
[www.ibo.org](http://www.ibo.org)

If you would like more information about the MYP at Royal Oak Middle School you can contact Kelly Stanesa, IB Coordinator at (248) 542-6500 ext. 3019 or at [stanesak@royaloakschools.com](mailto:stanesak@royaloakschools.com)