



The International
School of Belgrade
Founded 1948



Middle Years
Programme

A Guide for Students and Parents



Middle Years Programme
of the International Baccalaureate Organization

The International School of Belgrade
Grades 6-10

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.



ISB Mission

ISB is a collaborative learning community that inspires, equips and empowers its students to succeed and contribute positively to society.

We aspire to challenge and empower students through living the IB learner profile.

Parameters for Decision-Making

- The best interests of our students and their diverse needs are always at the center of our decisions.
- We strive always to ensure safe, supportive, and healthy environments conducive to learning.
- We strive always to provide a broad, balanced, high-quality educational program, which includes visual and performing arts as well as athletics.
- No program or service is introduced unless it is consistent with the strategic plan, the benefits justify the cost, and provisions are made for professional development and program evaluation.
- No program or service is retained unless it continues to make an optimal contribution to the mission and its benefits continue to justify cost. We remain committed to areas of strength while addressing areas of weakness.
- We do not tolerate behavior that demeans or is disrespectful of an individual or group.
- We actively encourage family involvement in the life of the school.
- We promote collaboration and team building across the school.
- We balance our need for innovation with respect for our traditions

PURPOSE OF THIS GUIDE

The purpose of this guide is to give students and parents information on the IB Middle Years Program and its implementation at the International School of Belgrade, as our school believes that it is crucial for students' success that teachers, students and parents communicate and work together as a team.

“The MYP has been designed as a coherent and comprehensive curriculum framework that provides academic challenge and develops the life skills of students from the ages of 11 – 16.” (MYP: From principles into practice)

At the beginning of the new school year a Curriculum Night is offered to all parents introducing the general characteristics of the MYP. However, further queries, suggestions and communication between teachers, students and parents are welcome at any time throughout the year.

The introduction and the implementation of the MYP have enhanced our school program of study. Our students experience a demanding, balanced and interesting curriculum and have significantly improved their organizational, collaborative, problem-solving, decision making and communication skills.

Other documents from which students and parents can discover more about the school's MYP Curriculum and assessment procedures can be found on the school website www.isb.rs and using the link <https://www.isb.rs/site/page/academics/upper-school/ib-middle-years-programme/50>



THE PHILOSOPHY OF THE MIDDLE YEARS PROGRAM

The MYP: From principles into practice document states:

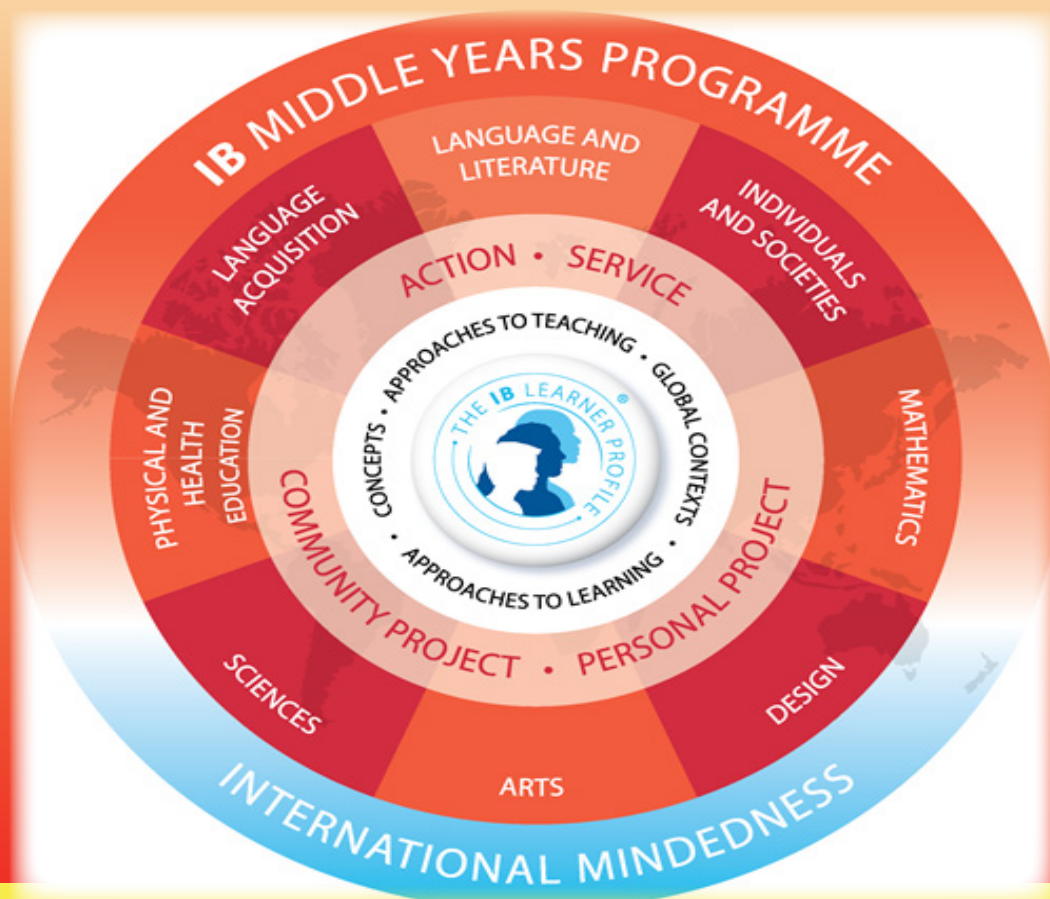
“This philosophy, framed in “What’s an IB Education” (2020) document is expressed through all aspects of the MYP

- Conceptual understanding
- Teaching and learning in context
- Approaches to learning (ATL)
- Service as action
- Language and identity
- Learning diversity and inclusion

THE STRUCTURE OF THE MIDDLE YEARS PROGRAM

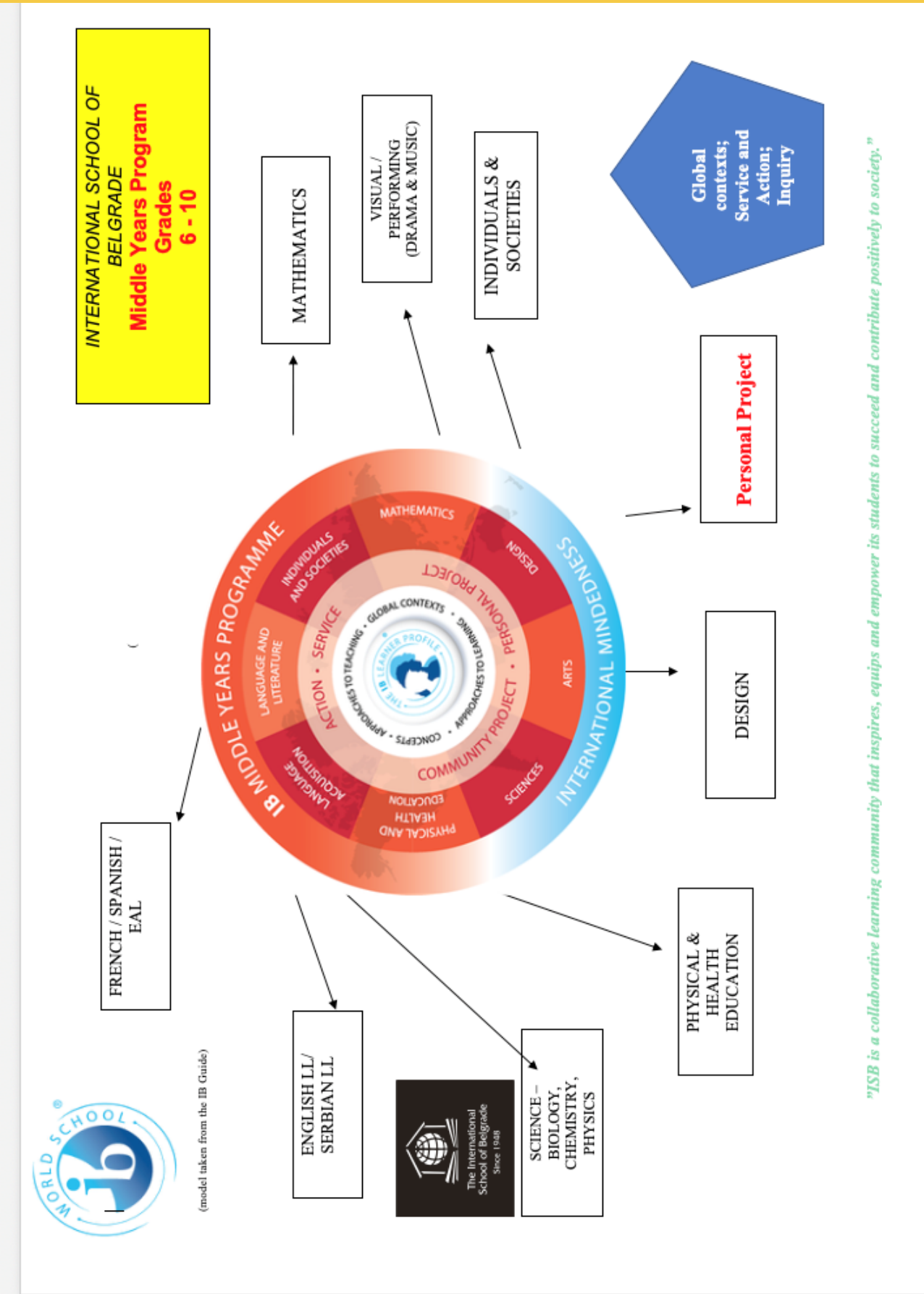
The overall MYP curriculum model is shown in the diagram below.

As it can be seen from the diagram, it is a student-centered curriculum model. It features the attributes of the IB learner profile, Approaches to Teaching and Learning, Student service and the culminating task of the Personal Project, the structure of subject groups and disciplines (Language and Literature – English or Serbian, Language acquisition e.g. foreign languages (French and Spanish), Individuals and Societies, Science, Mathematics, the Arts (Visual and Performing), Design, and Physical and Health Education, all being underpinned by the concept of the International – Mindedness.



(model taken from the IB guide)

Middle Years Programme at The International School of Belgrade



GLOBAL CONTEXTS

FAIRNESS AND DEVELOPMENT



What are the consequences of our common humanity?

ORIENTATION IN TIME AND SPACE



Where? When?

GLOBALIZATION AND SUSTAINABILITY



How is everything connected?

MYP GLOBAL CONTEXTS

IDENTITIES AND RELATIONSHIPS



Who am I? Who are we?

PERSONAL AND CULTURAL EXPRESSION



What is the nature and purpose of creative expression?

SCIENTIFIC AND TECHNICAL INNOVATION



How do we understand the world in which we live?

“In the MYP, learning contexts model authentic world settings, events and circumstances. MYP students learn best when their learning experiences have context and are connected to their lives and to the world that they have experienced.” (MYP: From principles into practice)

The six global contexts for learning and teaching are developed from the PYP’s trans-disciplinary themes.

Global context 1: Identities and relationships

Who am I?
Who are we?

Students explore identity; beliefs and values; personal, physical, mental, social and spiritual health; human relationships including families, friends, communities and cultures; what it means to be human.

Global context 3: Personal and cultural expression

What is the nature and purpose of creative expression?

Students explore the ways in which we discover and express ideas, feelings, nature, culture, beliefs and values; the ways in which we reflect on, extend and enjoy our creativity; our appreciation of the aesthetic.

Global context 5: Globalization and sustainability

How is everything connected?

Students explore the interconnectedness of human-made systems and communities; the relationship between local and global processes; how local experiences mediate the global; reflect on the opportunities and tensions provided by world interconnectedness; the impact of decision-making on humankind and the environment.

Global context 2: Orientation in space and time

What is the meaning of “when” and “where”?

Students explore personal histories; homes and journeys; turning points in humankind; discoveries; explorations and migrations of humankind; the relationships between, and the interconnectedness of, individuals and civilizations, from personal, local and global perspectives.

Global context 4: Scientific and technical innovation

How do we understand the worlds in which we live?

Students explore the natural world and its laws; the interaction between people and the natural world; how humans use their understanding of scientific principles; the impact of scientific and technological advances on communities and environments; the impact of environments on human activity; how humans adapt environments to their needs.

Global context 6: Fairness and development

What are the consequences of our common humanity?

Students will explore rights and responsibilities; the relationship between communities; sharing finite resources with other people and with other living things; access to equal opportunities; peace and conflict resolution.

Approaches to learning

Approaches to learning are cognitive, metacognitive and affective skills that students develop, and use them to “learn how to learn”. Many are applicable to all subject areas, they give students general “tools for learning”, and are practiced in each class and every year of the MYP. Some ATL are more subject-specific, that are introduced and practiced in specific disciplines, but are transferrable to other areas.

These Approaches to learning are skills students need as 21st century learners, and are grouped by the IB in the following categories:

1. Communication
2. Social (Collaboration)
3. Self-management
 - 3.1. Organization
 - 3.2. Affective
 - 3.3. Reflection
4. Research
 - 4.1. Information literacy
 - 4.2. Media literacy
5. Thinking
 - 5.1. Critical thinking
 - 5.2. Creative thinking
 - 5.3. Transfer



Approaches to teaching

Approaches to teaching are based on inquiry, focused on conceptual understanding, developed in local and global contexts, focused on effective teamwork and collaboration, personalized to meet the needs of all learners, and are informed by assessment (formative and summative)

Academic integrity

International School of Belgrade values Academic integrity as one of the essential principles of its academic programs. Its foundations are grounded in the IB learner profile and Approaches to learning skills that enable students to learn and understand the importance of academic integrity in both their academic attitudes and life

IB LEARNER PROFILE

The IB learner profile is an important aspect of IB World Schools. ISB Vision states: We aspire to challenge and empower students through living the IB learner profile. ISB teachers and students work together on the development of the learner profile attributes, and strive to be...

Thinkers
Principled
Caring
Balanced
Reflective
Knowledgeable
Communicator
Open-Minded
Risk-Takers
Inquirers



Personal Project

Students of year MYP 5 (Grade 10) are required to do a Personal Project as a culminating learning experience of the program.

This project enables them to be better prepared for the rigor of the Extended Essay in the Diploma Program. It is a significant, student-initiated, creative piece of work, produced over a period of one school year. It may take the form of a research essay, constructed object, artistic production, investigation or presentation



