

Welcome!

Parent Workshop

Inquiry and Intro to IB

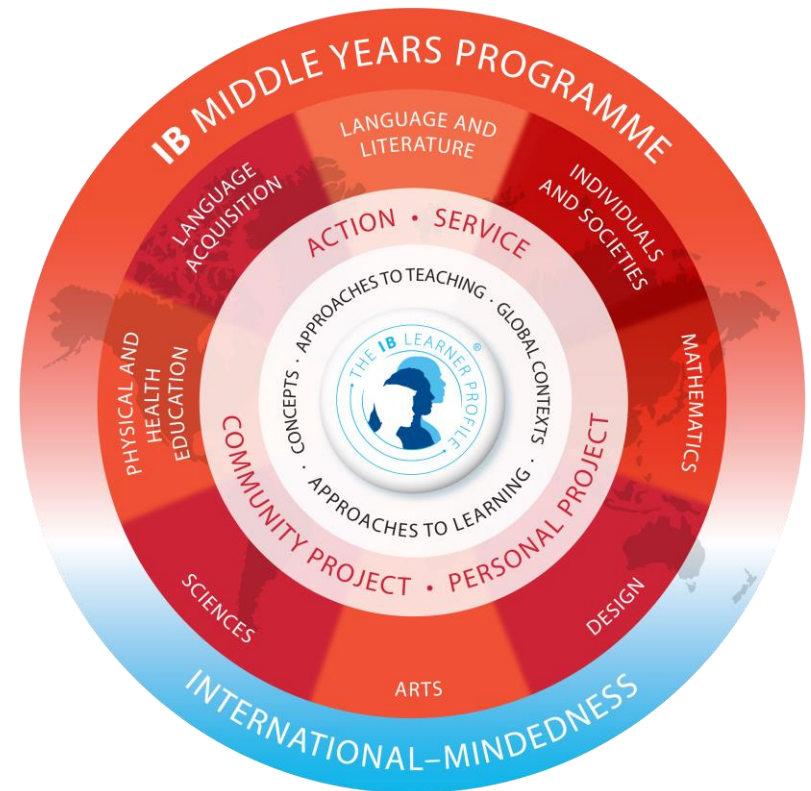
Mission statement

- The International Baccalaureate organization 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 IB 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



Subject Groups

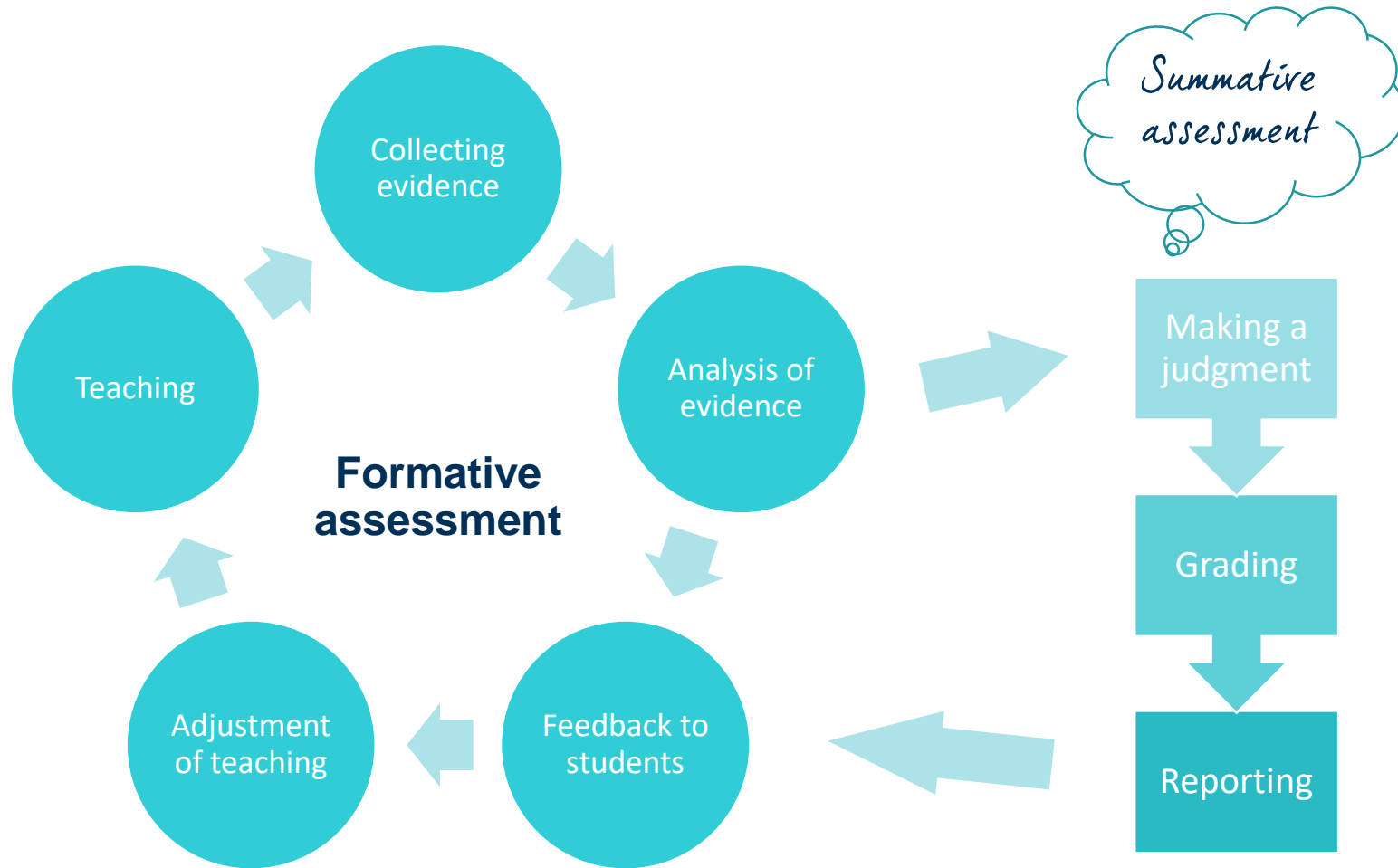
Language native (English, Chinese or Korean)	Language native or acquiring (English, Chinese, French or Korean)
Math	Science
Individuals and Societies	Design
Arts	PE



Typical Schedule

P	Monday	Tuesday	Wednesday	Thursday	Friday
1 08:45	[08:45 - 09:25]	[08:45 - 09:25]	[08:45 - 09:25]	[08:45 - 09:25]	[08:45 - 09:25]
	1 Science G06BSci Daniel Glowinski J210 Physics Lab	9 Chinese B 678ChinB1 Miss Rachel Cui E101 Staff Work Room	17 Maths G06BMaths Florencio Llave Ricohermoso F207 Maths	25 PHE 6ABPHE Mr Tom Mccabe B103 Teaching Area	33 ATL G06ATLS Samuel Hyman F212 EAL / Chinese
2 09:25	[09:25 - 10:05]	[09:25 - 10:05]	[09:25 - 10:05]	[09:25 - 10:05]	[09:25 - 10:05]
	2 Science G06BSci Daniel Glowinski J210 Physics Lab	10 Chinese B 678ChinB1 Miss Rachel Cui E101 Staff Work Room	18 Maths G06BMaths Florencio Llave Ricohermoso F207 Maths	26 PHE 6ABPHE Mr Tom Mccabe B103 Teaching Area	34 Science G06BSci Daniel Glowinski J210 Physics Lab
3 10:20	[10:20 - 11:00]	[10:20 - 11:00]	[10:20 - 11:00]	[10:20 - 11:00]	[10:20 - 11:00]
	3 Humanities G06BHum Mr Jarrett Brown F208 English / I&S	11 English A G06EngA Katie Pass E104 Biology	19 Art G06BArt Kirsty Natasha Mary Huskisson J301 Art Studio	27 Music G06BMus Mark Femia J304 Music Room	35 Maths G06BMaths Florencio Llave Ricohermoso F207 Maths
4 11:00	[11:00 - 11:40]	[11:00 - 11:40]	[11:00 - 11:40]	[11:00 - 11:40]	[11:00 - 11:40]
	4 Humanities G06BHum Mr Jarrett Brown F208 English / I&S	12 English A G06EngA Katie Pass E104 Biology	20 Art G06BArt Kirsty Natasha Mary Huskisson J301 Art Studio	28 Music G06BMus Mark Femia J304 Music Room	36 Maths G06BMaths Florencio Llave Ricohermoso F207 Maths
5 11:40	[11:40 - 12:30]	[11:40 - 12:30]	[11:40 - 12:30]	[11:40 - 12:30]	[11:40 - 12:30]
	5 Design G06BDes Noor Qadri F112 Design / STEAM	13 Maths G06BMaths Florencio Llave Ricohermoso F207 Maths	21 Science G06BSci Daniel Glowinski J210 Physics Lab	29 English A G06EngA Katie Pass E104 Biology	37 Design G06BDes Noor Qadri F112 Design / STEAM
6 13:15	[13:15 - 14:05]	[13:15 - 14:05]	[13:15 - 14:05]	[13:15 - 14:05]	[13:15 - 14:05]
	6 Chinese B 678ChinB1 Miss Rachel Cui E101 Staff Work Room	14 PHE 6ABPHE Mr Tom Mccabe B103 Teaching Area	22 Science G06BSci Daniel Glowinski J210 Physics Lab	30 Humanities G06BHum Mr Jarrett Brown F208 English / I&S	38 Design G06BDes Noor Qadri F112 Design / STEAM

How is *assessment* made in the MYP?



MYP general grade descriptors

To arrive at a criterion levels total for each student, teachers add together the student's final achievement levels in all criteria of the subject group.

Schools using the MYP 1–7 scale should use the grade boundary guidelines table that follows to determine final grades in each year of the MYP. The table provides a means of converting the criterion levels total into a grade based on a scale of 1–7.

Grade	Boundary guidelines	Descriptor
1	1–5	Produces work of very limited quality. Conveys many significant misunderstandings or lacks understanding of most concepts and contexts. Very rarely demonstrates critical or creative thinking. Very inflexible, rarely using knowledge or skills.
2	6–9	Produces work of limited quality. Expresses misunderstandings or significant gaps in understanding for many concepts and contexts. Infrequently demonstrates critical or creative thinking. Generally inflexible in the use of knowledge and skills, infrequently applying knowledge and skills.
3	10–14	Produces work of an acceptable quality. Communicates basic understanding of many concepts and contexts, with occasionally significant misunderstandings or gaps. Begins to demonstrate some basic critical and creative thinking. Is often inflexible in the use of knowledge and skills, requiring support even in familiar classroom situations.
4	15–18	Produces good-quality work. Communicates basic understanding of most concepts and contexts with few misunderstandings and minor gaps. Often demonstrates basic critical and creative thinking. Uses knowledge and skills with some flexibility in familiar classroom situations, but requires support in unfamiliar situations.
5	19–23	Produces generally high-quality work. Communicates secure understanding of concepts and contexts. Demonstrates critical and creative thinking, sometimes with sophistication. Uses knowledge and skills in familiar classroom and real-world situations and, with support, some unfamiliar real-world situations.
6	24–27	Produces high-quality, occasionally innovative work. Communicates extensive understanding of concepts and contexts. Demonstrates critical and creative thinking, frequently with sophistication. Uses knowledge and skills in familiar and unfamiliar classroom and real-world situations, often with independence.
7	28–32	Produces high-quality, frequently innovative work. Communicates comprehensive, nuanced understanding of concepts and contexts. Consistently demonstrates sophisticated critical and creative thinking. Frequently transfers knowledge and skills with independence and expertise in a variety of complex classroom and real-world situations.

Final Grades

- 1-7 (1 is lowest, 7 is highest)

4 Criteria

- 1-8 (1 is lowest, 8 is highest)
- 32 total points

The Inquiry Process



Content

Inquiry



Mission statement

	Content traditional based classroom	Inquiry based classroom
<i>Advantages</i>	<ul style="list-style-type: none">• Standards: everyone learns the same material• Better for mono culture communities	<ul style="list-style-type: none">• Student driven- focus on interests and skills• International minded• Project approach• Personalized to the student
<i>Disadvantages</i>	<ul style="list-style-type: none">• Teacher driven• No time for student interest	<ul style="list-style-type: none">• It can be confusing to traditional minded communities• Support can sometimes feel less helpful
<i>Physical Environment</i>	<ul style="list-style-type: none">• Students look at teacher• Usually tests are used as assessments• Typically more quiet	<ul style="list-style-type: none">• Students are active usually in groups working through problems• It can be loud and sometimes look chaotic to the observing eye

Inquiry in Action

- *Inquiry Question:* How do I help my child at home?
- *Action:* What steps would you take?
- *Talk with* your groups and write on the Post It notes



- *Questions to ask your child:*
 1. Explain the process of your assessment in (Science) to me.
 2. What questions do you have when learning about this topic?
 3. What would you do differently next time?



Real World Skills

Businesses want?	Therefore schools should be preparing students to do:



Approaches to *Learning Skills* (ATL)



Self Management

- Check up on how much time they spend on homework
- Make sure they have folders to organize their work
- Do they have balance (academics, sports, clubs)
- Make sure they reflect on their choices and ask them about it

Thinking

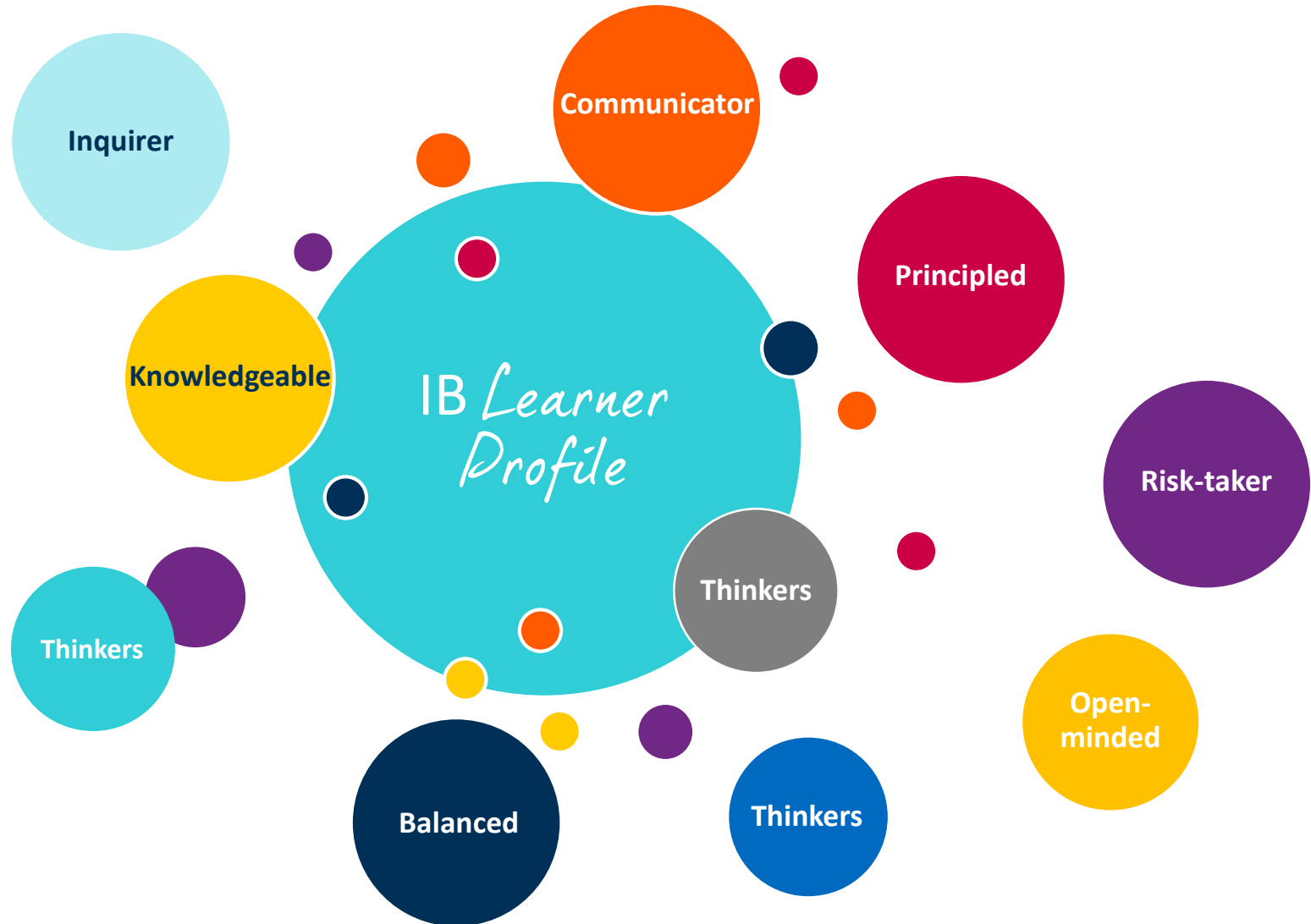
- Talk with them about how they come to a conclusion about something
- Suggest they try something different or look at an idea in a creative way

Research	<ul style="list-style-type: none">• Ask them about topics they are learning and help them to search for it on the Internet• Take them to a related place to spark interest/investigation
Social	<ul style="list-style-type: none">• Ask how they working with their classmates and work with them about empathy and compassion for others• Mention how we have different personalities and consider how people interact with others
Communication	<ul style="list-style-type: none">• Practice presentations with your child• Make sure they are prepared to present with script and information• Think about audience and purpose for communication

The Projects



Project
Personal
MYP
interaction
planning
challenge
focus
evidence
reflection
inquiry
understanding
support
demonstrate
learning
commitment
present
creativity
development
analysis
time management
goals
information
presentation
organization
skills
strengths
process



We want your feedback!



WE WANT YOUR FEEDBACK



Parent Survey
Open until **31st January 2021**



47%

Our current response rate

75%

A non-uniform day will be provided if the survey response rate exceeds

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Thank you!