INTERNATIONAL-MINDEDNESS
LANGUAGES
INQUIRY/CRITERION REFERENCED ASSESSMENT

Knowledgeable
Programme of Inquiry
Exhibition
Action

Active
Areas of Interaction
Personal Project
Community and Service

Caring
Theory of Knowledge
Extended Essay
CAS
Five Distinctive Lenses

The Areas of Interaction
The five areas of interaction

Approaches to learning
Community and service

Five organizing elements forming the core of the MYP and integrated within the student’s learning

Human Ingenuity
Health and social education

Environments
THE IB LEARNER PROFILE

- Approaches to learning
- Human ingenuity
- Community and service
- Health and social education
- Environments

Language A
Language B
Humanities
Technology
Sciences
Mathematics
Arts
Physical education
Use the Areas of Interaction

- As lens to explore subject matter
- To see connections between subjects
- To forge meaningful links between subject content and the real world
- To understand that knowledge is an interrelated whole
Areas of Interaction

- Approaches to learning
- Community and service
- Environments
- Human Ingenuity
- Health and social education
Approaches to Learning

Learning how to learn

– Effective study habits
– Reading and learning strategies
– Study and test taking strategies
– Habits of mind (critical inquiry and thinking skills)
Approaches to Learning

Learning how to learn

– How do I learn best?
– How do I know?
– How do I communicate understanding?
Approaches to Learning

Learning how to learn

- Organization
- Collaboration
- Communication
- Information literacy
- Reflection
- Thinking
- Transfer
Community and Service

Moving from “I” to “We”

– Opportunities to make an impact on family, peers, school and outside community

– Exploration of community and my place in it
Community and Service
Moving from “I” to “We”

– How do we live in relation to each other?
– How can I contribute to the community?
– How can I help others?
The three central elements of C&S

Development of concept of community, individuals in community, different communities

Active engagement in term of community involvement and contributing actively by caring and solving problems.

Awareness

C&S

Involvement through service

Reflection

Responsibility to identify personal strengths and weaknesses; consideration of ethical implications of action and inaction.
Environments
Developing appreciation and responsibility

• Examine sides of environmental issues
• Understand how issues impact on society, ecology, and economy
• Explore ways to make an impact on the school environment
• Considering the influence of virtual environments on the ways we model other realities
Environments

Developing appreciation and responsibility

- Where do we live?
- What resources do we have or need?
- What are my responsibilities?
Environments

Developing appreciation and responsibility

- Natural
- Built
- Virtual
The four central elements of environments

Understanding the role environments play on our well-being; role of organizations and policies

Developing positives attitudes; assuming responsibility through a critical examination of environmental problems and causes

Awareness

Reflecting on our responsibility, making informed and responsible choices, and the implications of lifestyle

Action

Acting on a range of issues to affect my environments in a positive way

Reflection

Responsibility

Environment
Human Ingenuity (*homo faber*)

Thinking, inventing, creating

- Impact of innovation
- Creative thinking, artistic expression, invention
- Through time, history and society have been changed by humanity’s creative genius
Human ingenuity (*homo faber*)

Thinking, inventing, creating

- Why and how do we create?
- What are the consequences?
Human ingenuity (*homo faber*)

Thinking, inventing, creating

- Systems
- Communication
- Technology
- Thought
- Art
- Culture
Health and Social Education
Becoming Healthy, Happy, and Informed

• Making physically and mentally healthy life decisions

• Developing a sense of responsibility for own well-being and personal relationships
Health and Social Education
Becoming Healthy, Happy, and Informed

• How do I think and act?
• How am I changing?
• How can I look after myself and others?
Health and Social Education

Becoming Healthy, Happy, and Informed

Levels (Scope)

- Ourselves in wider society
- Ourselves and others
- Understanding ourselves
- Looking after ourselves
Health and Social Education

Becoming Healthy, Happy, and Informed

Things to consider

• Policies linked to health and safety
• Physical and psychosocial environments
• Health and support services
THE AREAS OF INTERACTION ARE

Integrating/ organizing ideas that

Bridge teaching and learning

Bridge subject matter

Bridge subjects & life experience

Guide inquiry and reflection

Inspire the personal project
Integrating the areas of interaction

**Teachers**
- Integrate the AoI, avoiding contrived and artificial links (guiding questions)
- Map skills across the disciplines for each level year, as well as from year to year (horizontal and vertical planning)

**Students**
- Construct meaning through the AoI
- Actively involved and engaged in learning
- See connections between subjects themselves and between subjects and real-life issues

**Make the AoI an essential part of their curricular planning**
- Reinforce cross-curricular concepts and skills—interdisciplinary approach
Levels of implementation

**Label**- choose one that fits

**Link**- find connections with content

**Learn**- use it as springboard into classroom activities and discussions

**Lead**- frame instruction in each course

**aLign**- Coordinate the curriculum
Thank You!

“Tack sjalv”

“Tak skal du ha”

“Gracias”

“Hvala”

“Obrigada”

“Danke”

“Merci”

“Cám o’n”

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