

Astana Bilim-Innovation lyceum for gifted boys

MYP Guide for Parents and Students

We are pleased to inform you that the application for candidacy for the MYP at Astana Bilim-Innovation Lyceum for gifted boys has been approved as of 24 June 2024. The candidacy period will formally begin as of this date.

* Only schools authorized by the IB Organization can offer any of its four academic programmes: the Primary Years Programme (PYP), the Middle Years Programme (MYP), the Diploma Programme (DP), or the Career-related Programme (CP). Candidate status gives no guarantee that authorization will be granted.

International Baccalaureate (IB)
Middle Years Programme (MYP)

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.

Mission: Contributing to the development of the nation's human capital by creating conditions for the formation of a competitive and harmoniously developed individual, relying on national and universal values, and drawing on leading domestic and international practices in the field of education.

Vision: To be a leading institution known for cultivating intellectual and ethical leaders and making impactful contributions to society, shaping a better global future.

Our motto: "Quality education, conscious upbringing"

IB learner profile



IB learner profile

The aim of all IB programmes is to develop internationally minded people who, recognizing their common humanity and shared guardianship of the planet, help to create a better and more peaceful world.

As IB learners we strive to be:

INQUIRERS

We nurture our curiosity, developing skills for inquiry and research. We know how to learn independently and with others. We learn with enthusiasm and sustain our love of learning throughout life.

KNOWLEDGEABLE

We develop and use conceptual understanding, exploring knowledge across a range of disciplines. We engage with issues and ideas that have local and global significance.

THINKERS

We use critical and creative thinking skills to analyse and take responsible action on complex problems. We exercise initiative in making reasoned, ethical decisions.

COMMUNICATORS

We express ourselves confidently and creatively in more than one language and in many ways. We collaborate effectively, listening carefully to the perspectives of other individuals and groups.

PRINCIPLED

We act with integrity and honesty, with a strong sense of fairness and justice, and with respect for the dignity and rights of people everywhere. We take responsibility for our actions and their consequences.

OPEN-MINDED

We critically appreciate our own cultures and personal histories, as well as the values and traditions of others. We seek and evaluate a range of points of view, and we are willing to grow from the experience.

CARING

We show empathy, compassion and respect. We have a commitment to service, and we act to make a positive difference in the lives of others and in the world around us.

RISK-TAKERS

We approach uncertainty with forethought and determination; we work independently and cooperatively to explore new ideas and innovative strategies. We are resourceful and resilient in the face of challenges and change.

BALANCED

We understand the importance of balancing different aspects of our lives—intellectual, physical, and emotional—to achieve well-being for ourselves and others. We recognize our interdependence with other people and with the world in which we live.

REFLECTIVE

We thoughtfully consider the world and our own ideas and experience. We work to understand our strengths and weaknesses in order to support our learning and personal development.

The MYP Programme Model

IB programme models highlight important shared features of an IB education.

- Developing the attributes of the learner profile

- Approaches to teaching and approaches to learning
- Age-appropriate culminating experiences
- An organized and aligned structure of subject groups or disciplines
- Development of international-mindedness as a primary aim and context for learning



International Baccalaureate Organization, 2024

Figure 1. Middle Years Programme model

In the programme model for the MYP, the first ring around the student at the centre describes the features of the programme that help students develop disciplinary (and interdisciplinary) understanding.

- **Approaches to learning (ATL)** — demonstrating a commitment to approaches to learning as a key component of the MYP for developing skills for learning.
- **Approaches to teaching** — emphasizing MYP pedagogy, including collaborative learning through inquiry.
- **Concepts**—highlighting a concept-driven curriculum.

- **Global contexts**—showing how learning best takes place in context.

The second ring describes some important outcomes of the programme.

- Inquiry-based learning may result in student-initiated action, which may involve service within the community.
- The MYP culminates in the personal project (for students in MYP year 5) or the community project (for students in MYP years 3 or 4; the community project is currently not offered at TCS).

The third ring describes the MYP's broad and balanced curriculum.

- The MYP organizes teaching and learning through eight subject groups: language and literature, language acquisition, individuals and societies, sciences, mathematics, arts, physical and health education, and design.
- In many cases, discrete or integrated disciplines may be taught and assessed within a subject group: for example, history or geography within the individuals and societies subject group; biology, chemistry or physics within the sciences subject group.
- The distinction between subject groups blurs to indicate the interdisciplinary nature of the MYP. The subject groups are connected through global contexts and key concepts.

Students are required to study their mother tongue (through language and literature), a second language, individuals and societies (which is humanities-based), sciences, mathematics, arts, physical and health education, and design.

In the final year of the programme (MYP5), students also engage in a personal project, which allows them to demonstrate the understanding and skills they have developed throughout the programme.

The emphasis is on the fluidity of the curricular framework and the interrelatedness of the subjects, hence the lack of clear dividing lines between subjects. Aspects of the global contexts are addressed naturally through the distinct disciplines. The overall philosophy of the programme is expressed through three fundamental concepts that support and strengthen all areas of the curriculum:

Why the Middle Years programme?

Parents who want the best possible education for their children choose the MYP because it includes:

- rigorous learning objectives
- a student-centered approach to teaching
- international perspectives
- concern for the whole child

- sustained teaching and learning in more than one language
- a focus on learning how to learn
- the development of flexible thinking that prepares students
- to evaluate information critically and apply knowledge in
- complex, unfamiliar situations.

ADMINISTRATION

Astana Bilim-Innovation lyceum for gifted boys believes that parents and school are partners in educating our children. We therefore recommend that parents keep a copy of this Handbook for reference so that the school and the family can work together for the welfare of both the individual and the community.

Parents are encouraged to contact the appropriate person directly with concerns or questions: (Please use extensions as in the table below).

Sihimbekov Ruslan	School principal	principal@astanaboysbil.edu.kz
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ASSESSMENT POLICY

Assessment of student learning provides data/information needed for students' learning, engages the teacher in analyzing and using this data/information to confirm and improve teaching and learning, produces evidence that students are learning the intended outcomes, guides the teacher in making educational and institutional improvements and evaluates whether changes made improve/impact student learning. It enhances the MYP framework of learning which encourages students to become creative, critical and reflective thinkers.

Students follow classes in all of the following subject groups and are encouraged to make connections between their studies in traditional subjects and to the real world. It fosters the development of skills for communication, intercultural understanding, and global engagement.

Language and Literature: Kazakh

Language Acquisition: English, Russian, Turkish

Individuals and Societies: History, Geography (integrated)

Sciences: Grades 7- Integrated Science; **Grades 8, 9:** Biology, Physics, Chemistry

Mathematics

Arts: Performing Arts: Music Grade 7-8 , Visual art: Media art

Physical and Health Education

Design: Grades 7 and 8

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.

The MYP assessment criteria across subject groups can be summarized as follows.

	A	B	C	D
Language and literature	Analyzing	Organizing	Producing text	Using language
Language acquisition	Listening	Reading	Speaking	Writing
Individuals and societies	Knowing and understanding	Investigating	Communicating	Thinking critically
Sciences	Knowing and understanding	Inquiring and designing	Processing and evaluating	Reflecting on the impacts of science
Mathematics	Knowing and understanding	Investigating patterns	Communicating	Applying mathematics in real-world contexts
Arts	Investigating	Developing	Creating/performing	Evaluating
Physical and health education	Knowing and understanding	Planning for performance	Applying and performing	Reflecting and improving performance
Design	Inquiring and analyzing	Developing ideas	Creating the solution	Evaluating
Community project	Investigating	Planning	Taking action	Reflecting
Personal project	Planning	Applying skills	Reflecting	
Interdisciplinary	Evaluating	Synthesizing	Reflecting	