



To inspire excellence, cultivate character, and empower engagement locally and globally.



Parent Presentation

Transition to Grade 7

1-2pm 9 August 2017





Agenda

1. The Middle Years Programme
2. Upper School Academics
3. The Grade 7 Programme
4. Counselling
5. Learning Support
6. Caring Environment



The Middle Years Programme

Julie Cook
Middle Years Programme Coordinator

Middle Years Program Elements

Inquiry

Concept-driven

Learner Profile

International Mindedness

Global Contexts

Approaches to Learning Skills

Service as Action

**Gr 7 - Middle Years Program Assessment
Criteria and Grade Determination**

**Gr 7 - Mostly Standalone Subjects
Some Interdisciplinary Units**





EXAMPLE - MYP ASSESSMENT

Mathematics

CRITERION

Max LEVEL

A - Knowing and Understanding	8
B - Investigating Patterns	8
C - Communicating	8
D - Applying Mathematics in Real Life contexts	8
Total Levels for all Criteria	32



MYP Mathematics

Secrets to Success - Learning Outcomes

A - Knowing and Understanding

B - Investigating Patterns

*Develop a strategy to determine if a fraction will be terminating or repeating.
In other words, how you can tell just by looking at a fraction whether the decimal representation will terminate or repeat?*

C - Communicating

D - Applying Mathematics

Devise a method for estimating the area of any given country.

The student is able to:

- **select** and **apply** mathematical problem-solving techniques to recognize correct patterns
- **describe** patterns as relationships or general rules consistent with correct findings
- **verify** whether patterns work for other examples

The student is able to:

- **identify, select** and **apply** mathematical strategies when solving problems in authentic real-life situations
- **explain** the degree of accuracy of solutions
- **describe** the whether a mathematical solution makes sense in the context of the problem



Determining Final Levels

Example - MYP Mathematics

	<u>Assessments</u>	<u>Final Level</u>
A - Knowing and Understanding	4 , 5 , 6 , 6	6
B - Investigating Patterns	4 , 3 , 5 , 4	4
C - Communicating	5 , 4 , 4 , 5	5
D - Applying Mathematics	3 , 3 , 6 , 5	5
Total Levels for all Criteria		20



Determining MYP Grade

MYP GRADE BOUNDARIES

5

<u>MYP Grade</u>	<u>Levels</u>
7	28 - 32
6	24 - 27
5	19 - 23
4	15 - 18
3	10 - 14
2	6 - 9
1	1 - 5



MYP Grades

- 5**
- 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.



MYP Personal Project

- Personal Project Grade 9-10
- Culmination of the MYP
- Large long-term project
- Topic of interest, and significance
- Product, report, exhibition
- Innovation Fair (Grade 7)



Grade 7 Program

Anne Boyle
Grade 7 Team Leader



Independence & Organization

- Homeroom (every day for 10 mins)
- Student organizers (hard copy or digital)
- Homework expectations
- Revision sessions
- Computer usage at school
- Lunch times



Welcome to the Upper School



Getting Started:

- First day of school: **Thursday August 10**
- School Day:
 - Homeroom Starts at **7:45 am**
 - Lunch from **12:10 - 1:05 pm**
 - Classes end at **2:25 pm**



Rotary System - Sample Week



	MON (Day 1 of 4)	TUES (Day 2 of 4)	WED (Day 3 of 4)	THURS (Day 4 of 4)	FRI (Day 1 of 4)
7:45-7:55	Homeroom Mrs. Stone, Rm 712	Homeroom Mrs. Stone, Rm 712	Homeroom Mrs. Stone, Rm 712	Homeroom Mrs. Stone, Rm 712	Homeroom Mrs. Stone, Rm 712
7:55-9:10	Science Mr. Echevaria, Rm 702	Mandarin Mr. Cheung, Rm 609	French / Design Mrs. Boyle & Mr. Larson Rm 711 & Rm 705	English Mrs. Neilson, Rm 704	Science Mr. Echevaria, Rm 702
1st BREAK					
9:20-10:40	French / Design Mrs. Boyle & Mr. Larson Rm 711 & Rm 705	English Mrs. Neilson, Rm 704	Science Mr. Echevaria, Rm 702	Mandarin Mr. Cheung, Rm 609	French / Design Mrs. Boyle & Mr. Larson Rm 711 & Rm 705
2nd BREAK					
10:50-12:10	Fine Arts Mr. Chan, Rm 929	Phys Ed Mr. Shortt, Gym	Math Mrs. Kirchner, Rm 709	Humanities Mrs. Stone, Rm 712	English Ms. Ifi, Rm 929
LUNCH					
1:05-2:25	Math Mrs. Kirchner, Rm 709	Humanities Mrs. Stone, Rm 712	Fine Arts Mr. Chan, Rm 929	Phys Ed Mr. Shortt, Gym	Fine Arts Mr. Chan, Rm 929



Keeping your children informed:

The US Student Site

US Daily Announcements

*Homeroom Homework Google Doc

*Grade 7 Assessment Calendar



Keeping you informed:

‘Weekly Update’ emails

The Middle Years Programme
Communicator



Experiential Learning



- ★ Grade 7 & 8 Activity Day
- ★ Hike to the Peak
- ★ Grade 7 Service Day
- ★ Experience Week Trips
(April)



Experience Week Options



- ★ Inner Mongolia, China
- ★ Sabah, Malaysia
- ★ Hainan, China
- ★ Yangshuo/Guilin, China
- ★ Taiwan
- ★ Hong Kong





Counselling

**Becky Stewart and
Lolita Schmalenberg
Grade 7-9 Counsellors**



So what's the counsellor's role?

- Eliminating obstacles:
 - work with/around individual students
 - small groups
 - proactive classroom lessons

- Transitions
 - LS to US
 - every student has a different experience
 - Grade 7 intake sessions (soon!)



Counsellor's role (con't)

- Critical incidents in school
- Coordinator for letters of recommendations (all must go through Guidance - not direct to teachers)
 - Summer programs
 - Boarding schools
- Parenting support
 - Positive Discipline seminars
 - Counsellor Coffee mornings
- Networking with outside professionals



Common Student Issues

- Relationships
- Peer pressure, bullying
- Time management/study skills
- Digital citizenship
- Learning coping skills/strategies to reduce:
 - Stress
 - Anxiety
 - Depression



Contact us:

Lolita: lolitaschmalenberg@cdnis.edu.hk

Rm 702A (extension 740)

Gr7 Surname: A - M

Gr8-9 Surname: A - Lee

Becky: beckystewart@cdnis.edu.hk

Rm 711A (extension 719)

Gr7 Surname: N - Z

Gr8-9 Surname: Lef - Z



Learning Support

Michael Ling

Upper School Learning Support Convenor



UPPER SCHOOL LEARNING SUPPORT

3 PATHWAYS of SUPPORT:

A. WORKING WITH STUDENTS:

- * providing students with learning strategies (via consultation, student workshops, courses)
- * provision of learning accommodations where appropriate documentation is provided
- * course substitutions to help close learning gaps and support transitions between



B. WORKING WITH TEACHERS & OTHER STAFF:

- * supporting teachers with the implementation of student accommodations in the classroom
- * collaborating with other staff on the Student Services Committee to ensure the whole child is considered when developing learning strategies/recommendations.
- * assisting teachers with provision of accommodations through the online Accommodations submission form and supervision of the Accommodations Centre (610B)
- * working closely with the Lower School Support team to create a smooth transition for students entering MYP.

C. WORKING WITH PARENTS:

- * partnering with parents of students who have academic needs to develop strategies and plans for improved success
- * communicating with parents the academic support resources available to their children as students at CDNIS
- * reviewing support progress development with parents
- * providing opportunities to learn about supporting their child as a learner
- * educating parents of the resources available to their child as a learner in transition (Lower school to MYP, MYP to DP)



Caring Environment

Julie Cook

Middle Years Programme Coordinator



Student Transition

Time to settle in...

- All grade 7's are adjusting
-
- Homeroom teachers will share a list of helpful supplies on the first day
- Step-by-step teaching of procedures in grade 7 by homeroom teachers



- Julie Cook - Middle Years Program Coordinator
- David Butler - Vice Principal of Academics
- Ann Boyle - Grade 7 Team Leader
- Lolita Schmalenberg & Becky Stewart - Grade 7-9 Counsellors
- Michael Ling - Learning Support Convenor