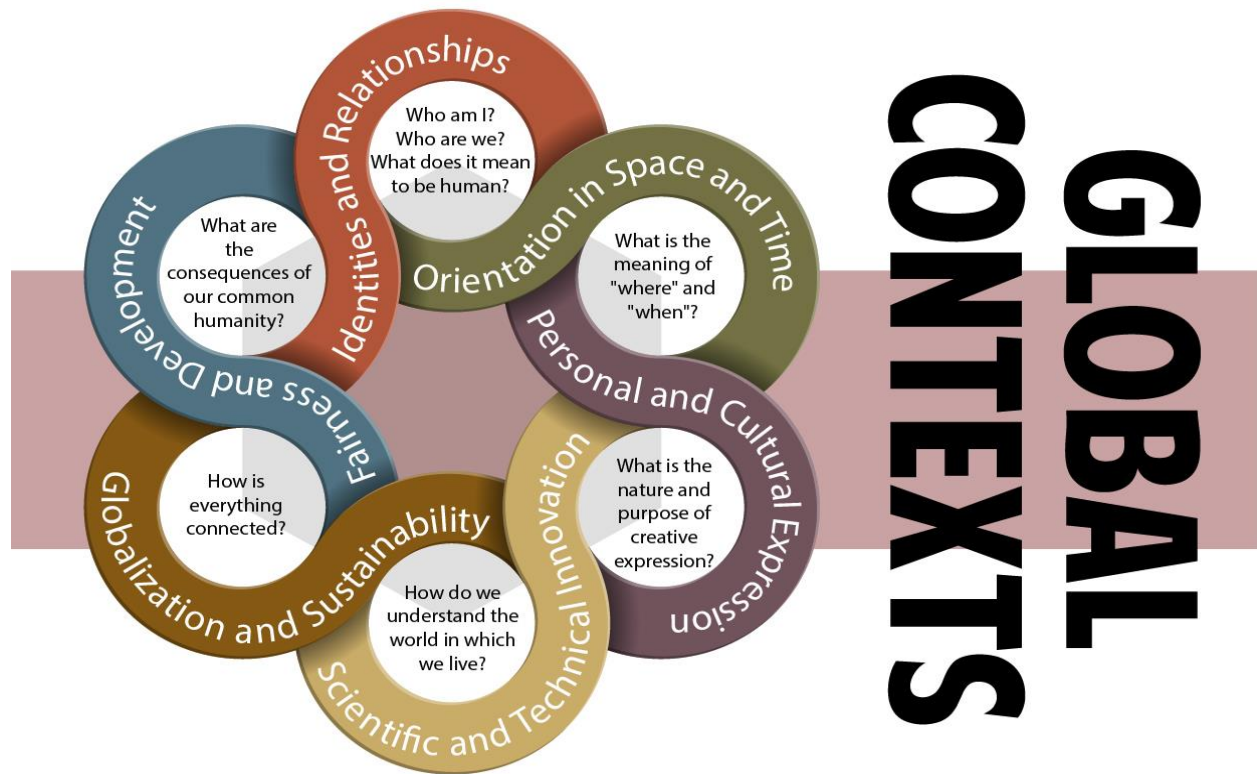


MYP Global Contexts



In the MYP, learning contexts should be (or should model) authentic world settings, events and circumstances. Contexts for learning in the MYP are chosen from global contexts to encourage international-mindedness and global engagement within the programme. The MYP identifies six global contexts for teaching and learning as illustrated in the above diagram.

Students at the MYP age range learn best when their learning experiences have context and are connected to their lives and to the world that they have experienced. When learning becomes meaningful and relevant, students are more likely to be engaged. Teachers can impact on student learning by providing engaging and inspiring global contexts that contribute towards development of the attributes of the IB learner profile. Learning in global contexts enables learners to directly link concepts with their own lives and put knowledge into action (Westera 2009). This contextual learning helps teachers and students answer the important question “Why are we learning this?” Often, students’ motivation to learn depends on the teacher’s ability to successfully answer this question.

IB programmes aim to develop internationally minded people, and MYP learning environments value the world as the broadest context for learning. Educators use a variety of models and a range of vocabulary to prepare students to live in the highly globalized societies of the 21st century. In broad terms, teaching and learning in global contexts requires MYP schools to develop the capacity and the inclination to place

people, objects, situations with which [they] come into contact ... within the broader matrix of our contemporary world ... [to be] attuned to daily encounters with world cultures, landscapes and products; [to] place such encounters in a broader narrative or explanatory framework of contemporary global processes; and [to] perceive [themselves] as an actor in such a global context. (Boix-Mansilla and Gardner 2007) Learning in context requires careful preparation.

In a world of increasing interconnection and complexity, learning in context provides students with opportunities to explore multiple dimensions of meaningful challenges facing young people in the world today, encouraging them to develop creative solutions and understanding. The MYP encourages teachers to design units around a range of ideas and issues that are personally, locally, nationally, internationally and globally significant.

As adolescents develop their intellectual and social identities during the MYP years, they become increasingly aware of their place in the world. Working in global contexts requires a sophisticated combination of understanding, practical skills and personal dispositions that work together to define global competence (Boix-Mansilla and Jackson 2011). Global competence calls for deep, engaged learning. To prosper in the world, students must not only be able to understand globalization, but be able both to reflect critically on its promise and peril, and to act responsibly to make that world a better place for themselves and for the communities in which they live.

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