

MYP

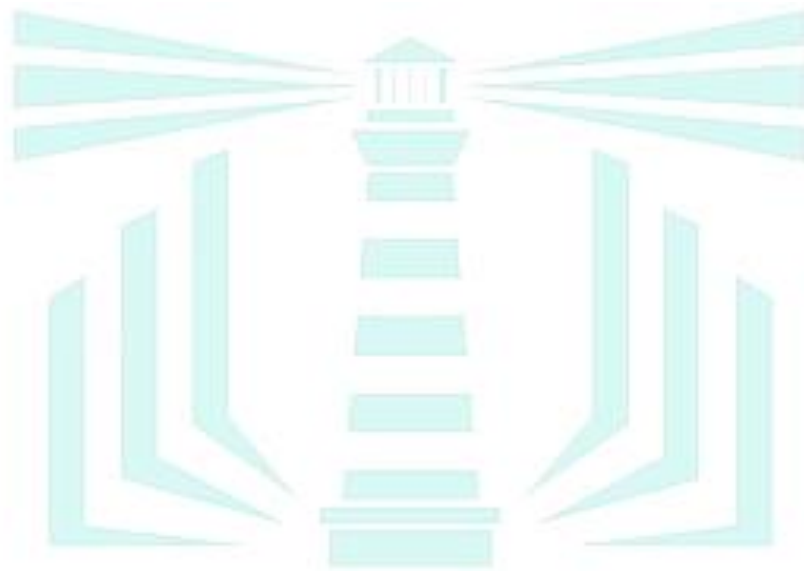
Parents/ Students
Handbook
20/21

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International
Baccalaureate





Manaret Heliopolis
INTERNATIONAL SCHOOL

Middle Years Program (MYP)

A CURRICULAR GUIDE FOR STUDENTS, PARENTS AND GAURDIAN.

Dear Parents,

On behalf of the MHIS community, I am happy to welcome you to a new academic year! We look forward to a very positive and productive year together!



The MYP builds on the work of the Primary Years Programme and prepares students for entry to the IB Diploma Programme. This five-year journey is an exciting ride on the wave of opportunities inside and outside of the school. It is certainly challenging, but always enriching and significant.

The IB MYP is a holistic, student-centered programme that exposes students to diverse skills, content knowledge and experiences. The programme fosters the students' intercultural awareness, communication skills and global understanding, thus equipping them with virtues essential for success as 21st century lifelong learners.

At MHIS we strive to create a culture which encourages students to discover their truest potential. Students at MHIS, be rest assured, will be supported all through their learning journey by highly trained teachers, professional leaders and caring support staff.

This curriculum handbook is intended to provide you with an understanding of the IB Middle Years Programme (MYP) and how it is uniquely implemented at MHIS. Having said that, we genuinely value your involvement and support in your child's education! Your active participation is the key to our children's success. We work together to make the world a better place!

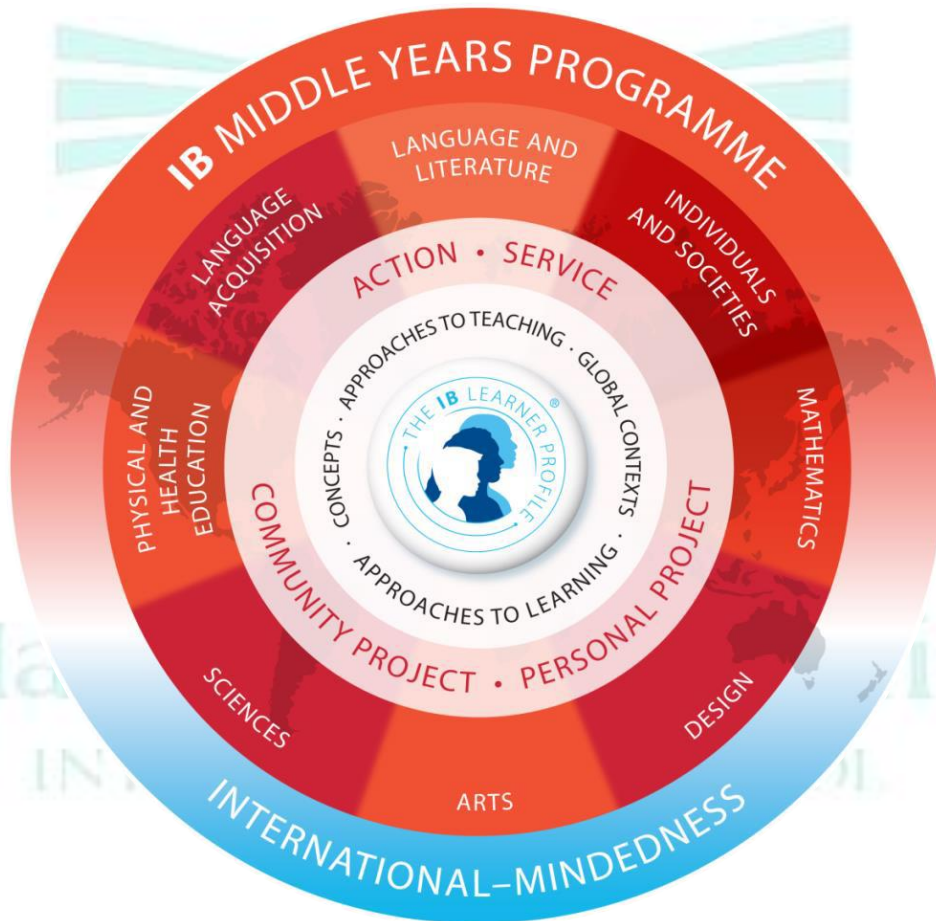
Regards,
Sherwet Adel
MYP Principal and Coordinator

MHIS Vision

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.



The IB Learner Profile

The IB MYP model of education is firmly grounded in the 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.

Teaching & learning in Context

The MYP Global Contexts recognize that we all have a shared responsibility and individual roles to play as stewards of our planet. They guide skills and tasks by ensuring that these relate to the global challenges and issues we face, whether those be personal, local, national or international. At MHIS academy, all teaching and learning experiences, both in class, out of class as well as projects are framed through the Global Contexts.

- 1. IDENTITIES & RELATIONSHIPS:** -- Students will explore identity; beliefs & values; personal, physical, mental, social and spiritual health; human relationships including families, friends, communities and cultures; what it means to be human.
- 2. ORIENTATION IN TIME & SPACE:** -- Students will explore personal histories; homes and journeys; turning points in humankind; discoveries; explorations and migrations of humankind; the relationships between, and the interconnectedness of, individuals and civilizations, from personal, local and global perspectives.
- 3. PERSONAL & CULTURAL EXPRESSION:** --Student will explore the ways in which we discover and express ideas, feelings, nature, culture, beliefs and values; the ways in which we reflect on, extend and enjoy our creativity; our appreciation of the aesthetic.
- 4. SCIENTIFIC & TECHNICAL INNOVATION:** --Students will explore the natural world and its laws; the interaction between people and the natural world; how humans use their understanding of scientific principles; the impact of scientific and technological advances on communities and environments; the impact of environments on human activity; how humans adapt environments to their needs.
- 5. GLOBALIZATION & SUSTAINABILITY:** -- Students will explore the interconnectedness of human-made systems and communities; the relationship between local and global processes; how local experiences mediate the global; reflect on the opportunities and tensions provided by world interconnectedness; the impact of decision-making on humankind and the environment.
- 6. FAIRNESS & DEVELOPMENT:** -- Students will explore rights and responsibilities; the relationship between communities; sharing finite resources with other people and with other living things; equal access to opportunities; peace and conflict resolution.

A Concept-driven Curriculum

The MYP identifies prescribed key concepts and related concepts. These concepts ensure the development of a rigorous curriculum and promote a shared community of practice among IB World Schools offering the MYP.

The model allows teachers to group together issues or topics in a wide-ranging curriculum under the critical concepts and understandings in each subject group. In a concept-based teaching model, teachers use knowledge as a tool to help students grasp transferable concepts and understandings. Knowledge provides the foundation and support for deeper, conceptual thinking.

All the units at MHIS are planned with a concept-based learning focus embedding the prescribed MYP Key and related concepts.

Key concepts: contributed from each subject group, provide interdisciplinary breadth to the programme. Key concepts are broad, organizing, powerful ideas that have relevance within and across subjects and disciplines, providing connections that can transfer across time and culture.

Aesthetics	Change	Communication	Communities
Connections	Creativity	Culture	Development
Form	Global Interactions	Identity	Logic
Perspective	Relationships	Systems	Time, Place and space

Related concepts: are grounded in specific disciplines, and explore key concepts in greater detail, providing depth to the programme. They emerge from reflection on the nature of specific subjects and disciplines, providing a focus for inquiry into subject-specific content.

Approaches to Learning

Through approaches to learning (ATL) in IB programmes, students develop skills that have relevance across the curriculum that help them “learn how to learn”. ATL skills can be learned and taught, improved with practice and developed incrementally. They provide a solid foundation for learning independently and with others. ATL skills help students prepare for, and demonstrate learning through, meaningful assessment. They provide a common language that students and teachers can use to reflect on, and articulate on, the process of learning.

IB programmes identify five ATL skill categories, expanded into developmentally appropriate skill clusters.

ATL Skill Categories	MYP ATL Skill Clusters
Communication	I. Communication
Social	II. Collaboration
Self-Management	III. Organization
	IV. Affective
	V. Reflection
Research	VI. Information Literacy
	VII. Media Literacy
Thinking	VIII. Critical Thinking
	IX. Creative Thinking
	X. Transfer

Service as Action

Action (learning by doing and experiencing) and service have always been key values at MHIS. The school fosters and encourages students to be caring members of the community who demonstrate a commitment to service-making a positive difference to the lives of others and to the environment. Service as action is an integral part of the programme, especially in the MYP community project.

MYP learning outcomes for service

Through their engagement with service as action, MHIS students will:

- become more aware of their own strengths and areas for growth
- undertake challenges that develop new skills
- discuss, evaluate and plan student-initiated activities
- persevere in action
- work collaboratively with others
- develop international-mindedness through global engagement, multilingualism and intercultural understanding
- consider the ethical implications of their actions.

All of these learning outcomes are closely associated with IB Learner Profile attributes and ATL skills. Through their participation in service, MHIS students also become more confident, self-regulated learner

MYP Personal Project

MYP year 5 students must successfully complete the externally moderated personal project to be eligible for IB MYP course results and the IB MYP certificate. The personal project encourages students to practice and strengthen their ATL skills, to connect classroom learning engagements with personal experience, and to develop their own interests for lifelong learning.

Inclusion and Learning Diversity in MYP

As part of the MYP curriculum, MHIS addresses differentiation within the written, taught and assessed curriculum.

MHIS has its unique Special Educational Needs (SEN) policy that explains assessment access arrangements, classroom accommodations and curriculum modification that meet individual student learning needs.

Student Language Profile

- Language has an important role in affirming and expressing identity, impacting on self-efficacy and students' beliefs in their ability to succeed.
- Language learning is an interplay between learning language, learning through language and learning about language.
- Student Language Profile development will be supported by the whole learning community after placing the Diagnostic Assessment where teachers can evaluate students' strengths, weaknesses, knowledge and skills before their instruction.

Extra support will be provided to our students according to their Language Profile as follows:

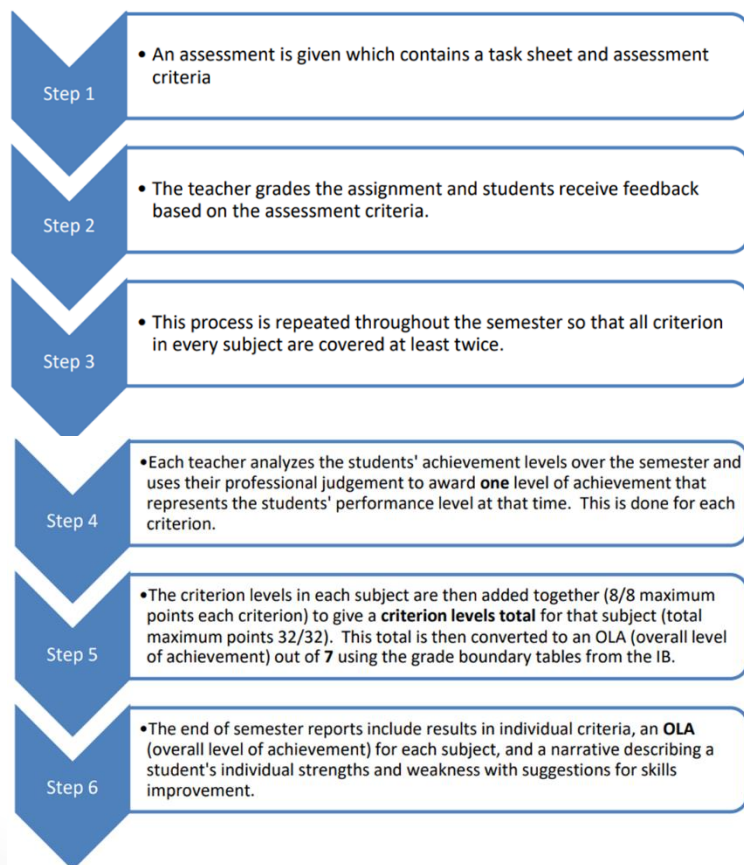
	Language and Literature English	Language and Literature Arabic	Language Acquisition French/German
Beginners	✓	✓	English
Foreigners	✓	Language Acquisition (Arabic)	✓
Intermediate/ High Achievers	✓	✓	✓

Assessment in the MYP

Assessment in the MYP is criterion-referenced, so students around the world are measured against pre-specified criteria for each subject group. The main purpose of assessment is to improve teaching and learning and remain in line with our school's mission and vision. In the MYP, teachers assess the prescribed subject group objectives using the assessment criteria for each subject group in each year of the program. In order to provide students with opportunities to achieve at the highest level, MHIS teachers develop rigorous tasks that embrace a variety of assessment strategies. These assessment tasks provide evidence of student understanding and not simply the recall of factual knowledge.

Typical MYP assessment tasks include open-ended, problem-solving activities and investigations, organized debates, tests and examinations, hands-on experimentation, analysis and reflection. Tasks, assignments and projects are assessed internally, both summatively (at the end of each unit of work) and formatively (continuously throughout each unit of work). Teachers use a variety of formative assessment methods that involve the learner, including self-assessment and peer-assessment. Feedback is given to individual students to ensure learning is focused on specific goals.

Teachers also use assessments in order to develop and adapt their own planning and teaching in line with students' understanding.



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

Subject Group	Criterion A	Criterion B	Criterion C	Criterion D
Language & Literature	Analyzing	Organizing	Producing text	Using language
Language Acquisition	Comprehending spoken & visual text	Comprehending written & visual text	Communicating	Using language
Individuals & Societies	Knowing & understanding	Investigating	Communicating	Thinking critically
Sciences	Knowing & understanding	Inquiring & designing	Processing & evaluating	Reflecting on the impacts of science
Mathematics	Knowing & understanding	Investigating patterns	Communicating	Applying mathematics in real-world contexts
Arts	Knowing & understanding	Developing skills	Thinking creatively	Responding
Physical & Health Education	Knowing & understanding	Planning for performance	Applying & performing	Reflecting & improving performances
Design	Inquiring & analyzing	Developing ideas	Creating the solutions	Evaluating
Personal Project	Investigating	Planning	Taking action	Reflecting
Interdisciplinary	Disciplinary grounding	Synthesizing	Communicating	Reflecting

IB MYP general levels of achievement

At the end of each semester, students' total grades for each of the four criteria in a subject are converted into an IB MYP achievement level, from 1 to 7.

Below is a generic explanation of each IB MYP achievement level. The descriptors concentrate on positive achievement, although for the lower levels failure to achieve may be included in the description.

Grade	Descriptor
7	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.
6	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.
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.
4	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.
3	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.
2	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.
1	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.

Sample Assessment Matrix

English: Language and Literature

The assessment tasks will be collected from 1-2 units throughout (around 10 weeks).

Tasks	A	B	C	D	Total
Writing Genre 1		X	X	X	
Writing Genre 2		X	X	X	
Language quiz 1				X	
Language quiz 2				X	
Literacy Analysis Task 1	X				
Literacy Analysis Task 2	X				
	X	X	X	X	X/32

How do criteria marks become a final OLA out of 7?

This process of determining criterion levels of achievement is done for all criteria in every subject. In each subject the 4 criterion levels of achievement are then added together to give a **Criterion Levels Total**. This total is then compared to the **Grade Boundaries Table** published by the IB to give the student a final grade **out of 7** for that subject for the semester. Juan's 6 out of a possible 8 in Mathematics Criterion A would be added to his criterion level of achievement in the other 3 Mathematics criteria, which would give him a **Criterion Levels Total of 21**. As a result Juan would receive a 5 out of 7 for his final OLA in Mathematics (See below).

Juan – Mathematics

MYP Mathematics Criteria	Semester Level of Achievement
Criterion A: <i>Knowing and Understanding</i> /8	6/8
Criterion B: <i>Investigating Patterns</i> /8	6/8
Criterion C: <i>Communicating</i> /8	4/8
Criterion D: <i>Applying Math in Real World Contexts</i> /8	5/8
Criterion Levels Total /32	21/32

IB Published Mathematics Grade Boundaries

Grade(OLA)	1	2	3	4	5	6	7
Boundaries	1-5	6-9	10-14	15-18	19-23	24-27	28-32

Grade	Percentage Scale Conversion
7	97-100%
6	93-96%
5	84-92%
4	72-83%
3	61-71%
2	50-60%
1	< 50%

MYP Timetable

Timing	Session
7:55 to 8:45	Session 1
8:45 to 9:35	Session 2
9:35 to 9:50	Snack
9:50 to 10:40	Session 3
10:40 to 11:30	Session 4
11:30 to 12:20	Session 5
12:20 to 1:20	Break and Prayers
1:20 to 2:10	Session 6
2:10 to 3:00	Session 7

Subject	Number of Sessions per Cycle	Session Duration
English	10	50 minutes
Math	8	50 minutes
Arabic	7	50 minutes
Religion	2	50 minutes
Language Acquisition (French/German)	5	50 minutes
Science	5	50 minutes
Individuals and Societies	4	50 minutes
Design	4	50 minutes
Physical and Health Education PHE	4	50 minutes
Visual Arts	2	50 minutes
Drama	2	50 minutes
Social Studies	3	50 minutes

MYP Subject Groups

Language & Literature:

Language is fundamental to learning, thinking and communicating. Mastery of one or more languages enables each student to achieve their full linguistic potential. The Language & Literature course encourages students to develop an appreciation of the nature of Language & Literature, of the many influences on Language & Literature, and of its power and beauty, recognizing that proficiency in language is a powerful tool for communication in all societies. MHIS offers the Language & Literature course in English and Arabic.

Aims

The aims of MYP Language & Literature are to encourage and enable students to:

- use language as a vehicle for thought, creativity, reflection, learning, self-expression, analysis and social interaction
- develop the skills involved in listening, speaking, reading, writing, viewing and presenting in a variety of contexts
- develop critical, creative and personal approaches to studying and analyzing literary and non-literary texts
- engage with text from different historical periods and a variety of cultures
- explore and analyze aspects of personal, host and other cultures through literary and non-literary texts
- explore language through a variety of media and modes
- develop a lifelong interest in reading
- apply linguistic and literary concepts and skills in a variety of authentic contexts.

Key Concepts

The prescribed key concepts explored in the Language and Literature are:

Connection	Creativity	Communication	Perspective
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Language Acquisition

The MYP structures additional language learning in phases so that the complexity and range of language profiles that students bring to their MYP classroom is acknowledged and fostered. There are six phases in the Language Acquisition subject group, and teachers decide the most suitable phase in which to place individual students based on the students' skills and knowledge. The phases do not correspond to particular age groups or MYP years.

Aims

The aims of the teaching and learning of MYP Language Acquisition are to:

- gain proficiency in an additional language while supporting maintenance of their mother tongue and cultural heritage
- develop a respect for, and understanding of, diverse linguistic and cultural heritages
- develop the student's communication skills necessary for further language learning, and for study, work and leisure in a range of authentic contexts and for a variety of audiences and purposes
- enable the student to develop multiliteracy skills through the use of a range of learning tools, such as multimedia, in the various modes of communication
- enable the student to develop an appreciation of a variety of literary and non-literary texts and to develop critical and creative techniques for comprehension and construction of meaning
- enable the student to recognize and use language as a vehicle of thought, reflection, self-expression and learning in other subjects, and as a tool for enhancing literacy
- enable the student to understand the nature of language and the process of language learning, which comprises the integration of linguistic, cultural and social components
- offer insight into the cultural characteristics of the communities where the language is spoken
- encourage an awareness and understanding of the perspectives of people from own and other cultures, leading to involvement and action in own and other communities
- foster curiosity, inquiry and a lifelong interest in, and enjoyment of, language learning.

Key Concepts

The prescribed key concepts explored in the Language acquisition are:

Communication	Creativity	Culture	Connection
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Mathematics

The study of Mathematics is a fundamental part of a balanced education. It promotes a powerful universal language, analytical reasoning and problem-solving skills that contribute to the development of logical, abstract and critical thinking.

Mathematics can help make sense of the world and allows phenomena to be described in precise terms. It also promotes careful analysis and the search for patterns and relationships, skills necessary for success both inside and outside the classroom. The program places emphasis on understanding and it is expected that skills will be developed and attitudes fostered, wherever possible, in the context of inquiry and interest.

Aims

The aims of MYP Mathematics are to encourage and enable students to:

- enjoy Mathematics, develop curiosity and begin to appreciate its elegance and power
- develop an understanding of the principles and nature of Mathematics
- communicate clearly and confidently in a variety of contexts
- develop logical, critical and creative thinking
- develop confidence, perseverance, and independence in mathematical thinking and problem solving
- develop powers of generalization and abstraction
- apply and transfer skills to a wide range of real-life situations, other areas of knowledge and future developments
- appreciate how developments in technology and Mathematics have influenced each other
- appreciate the moral, social and ethical implications arising from the work of mathematicians and the applications of Mathematics
- appreciate the international dimension in Mathematics through an awareness of the universality of Mathematics and its multicultural and historical perspectives
- appreciate the contribution of Mathematics to other areas of knowledge
- develop the knowledge, skills and attitudes necessary to pursue further studies in Mathematics
- develop the ability to reflect critically upon their own work and the work of others.

Key Concepts

The prescribed key concepts explored in the Mathematics are:

Form	Relationships	Logic
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Sciences

The IB MYP Sciences program at MHIS sets out to educate students for life in the 21st century. The sciences and their methods of investigation offer a way of learning through inquiry that can contribute to the development of an analytical and critical way of thinking. MYP sciences encourage the development of not only scientific inquiry skills but also transferable thinking skills. Students are encouraged to investigate science by formulating their own questions and finding answers to those questions, including through research and experimentation.

Aims

The aims of MYP Sciences are to encourage and enable students to:

- understand and appreciate science and its implications
- consider science as a human endeavor with benefits and limitations
- cultivate analytical, inquiring and flexible minds that pose questions, solve problems, construct explanations and judge arguments
- develop skills to design and perform investigations, evaluate evidence and reach conclusions
- build an awareness of the need to effectively collaborate and communicate
- apply language skills and knowledge in a variety of real-life contexts
- develop sensitivity towards the living and non-living environments
- reflect on learning experiences and make informed choices

Key Concepts

The prescribed key concepts explored in the Sciences are:

Change	Relationships	Systems
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Individuals and societies

MYP Individuals & Societies encourages learners to respect and understand the world around them and equips them with the necessary skills to inquire into historical, contemporary, geographical, political, social, economic, religious, psychological, business, technological and cultural factors that have an impact on individuals, societies and environments. It encourages learners to consider local and global contexts.

Aims

The aims of MYP Individuals & Societies are to encourage and enable students to:

- appreciate human and environmental commonalities and diversity
- understand the interactions and interdependence of individuals, societies and the environment
- understand how both environmental and human systems operate and evolve
- identify and develop concern for the well-being of human communities and the natural environment
- act as responsible citizens of local and global communities
- develop inquiry skills that lead towards conceptual understandings of the relationships between individuals, societies and the environments in which they live

Key Concepts

The prescribed key concepts explored in Individuals & Societies are:

Change	Global Interactions	Systems	Time, Place & Space
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The Arts

The Arts are a universal form of human expression and a unique way of knowing that engage us in effective, imaginative and productive activities. Learning through The Arts helps us to explore, shape and communicate our sense of identity and individuality. Students develop through creating, performing and presenting arts in ways that engage and convey feelings, experiences and ideas.

Involvement in The Arts encourages students to understand The Arts in context and the cultural histories of artworks, thus supporting the development of an inquiring and empathetic world view. They challenge and enrich personal identity and build awareness of the aesthetic in a real-world context.

Aims

The aims of MYP Arts are to encourage and enable students to:

- create and present art
- develop skills specific to the discipline
- engage in a process of creative exploration and (self) discovery
- make purposeful connections between investigation and practice
- understand the relationship between art and its contexts
- respond to and reflect on art
- deepen their understanding of the world

Key Concepts

The prescribed key concepts explored in the Arts are:

Aesthetics	Change	Communication	Identity
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Design

Design is the link between innovation and creativity, taking thoughts and exploring the possibilities and constraints associated with products or systems, allowing them to redefine and manage the generation of further thought through prototyping, experimentation and adaptation. MYP Design challenges all students to apply practical and creative thinking skills to solve design problems; encourages students to explore the role of design in both historical and contemporary contexts; and raises students' awareness of their responsibilities when making design decisions and taking action.

Aims

The aims of MYP Design is to encourage and enable students to:

- enjoy the design process, develop an appreciation of its elegance and power
- develop knowledge, understanding and skills from different disciplines to design and create solutions to problems using the design cycle
- use and apply technology effectively as a means to access, process and communicate information, model and create solutions, and to solve problems
- develop an appreciation of the impact of design innovations for life, global society and environments
- appreciate past, present and emerging design within cultural, political, social, historical and environmental contexts
- develop respect for others' viewpoints and appreciate alternative solutions to problems
- act with integrity and honesty, and take responsibility for their own actions developing effective working practices.

Key Concepts

The prescribed key concepts explored in Design are:

Communities	Development	Systems	Communication
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Physical & Health Education

The MYP Physical & Health Education aims to empower students to understand and appreciate the value of being physically active and develop the motivation for making healthy life choices. To this end, Physical & Health Education courses foster the development of knowledge, skills and attitudes that will contribute to a student's balanced and healthy lifestyle.

Aims

The aims of MYP Physical & Health Education are to encourage and enable students to:

- use inquiry to explore Physical & Health Education concepts
- participate effectively in a variety of contexts
- understand the value of physical activity
- achieve and maintain a healthy lifestyle
- collaborate and communicate effectively
- build positive relationships and demonstrate social responsibility
- reflect on their learning experiences.

Key Concepts

The prescribed key concepts explored in the Physical & Health Education are:

Change	Communication	Relationships
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MHIS MYP Behavior Policy

We aim to provide a positive environment in which each child is respected and his/her right to learn is encouraged and protected. The discipline procedure provides consistent, logical, clear rules and consequences made familiar to all involved.

In addition to the focus on the Learner Profile, our positive behaviour system involves the guided development of two specific ATL skill sets, collaboration and affective skills.

Collaboration skills are focused around the question, "How can we collaborate effectively with others?"

Affective skills are focused around self-management and the question of "How can students manage their own state of mind?" Affective skills are categorized into five main areas to be developed in order to foster positive well-being:

Mindfulness

- Practice focus and concentration
- Practice strategies to overcome distraction

Perseverance

- Demonstrate persistence and perseverance
- Practice delaying gratification

Emotional Management

- Practice strategies to overcome impulsiveness and anger
- Practice strategies to prevent and eliminate bullying
- Practice strategies to reduce stress and anxiety

Self-motivation

- Practice analysing and attributing causes for failure
- Practice managing self-talk
- Practice positive thinking

Resilience

- Practice 'bouncing back' after adversity, mistakes and failures
- Practice 'failing well'
- Practice dealing with change

IB Learner Profile in Action	Disrespectful Behavior
<p>Respect for Self:</p> <ul style="list-style-type: none"> • Independence • Commitment • Being truthful specially when conflicts arise • Reporting bullying 	<p>Disrespect for Self:</p> <ul style="list-style-type: none"> • Plagiarism, cheating • Inappropriate dress • Disrupting class • Disrespectful behavior
<p>Respect for Others</p> <ul style="list-style-type: none"> • Communicate respectfully with others • Listen to others • Accepting differences • Praising others • Helping others • Welcoming and caring for new students • Reporting bullying 	<p>Disrespect for OTHERS</p> <p>Physical harm:</p> <ul style="list-style-type: none"> • Pushing, shoving, hitting • Fighting • Rough play • Biting, scratching, tripping • Throwing objects • Using/possessing objects that could cause serious injury <p>Emotional harm:</p> <ul style="list-style-type: none"> • Teasing • Name calling • Verbal harassment • Insulting comments about intelligence, size, ability, race, color, religion, gender, ethnicity • Gossiping • Exclusion of others from games, conversations • Intimidation, bullying or abusive behavior • Being dishonest • Cyber bullying: <ul style="list-style-type: none"> ➢ Making threats ➢ Spreading gossip/rumor ➢ Putting people down ➢ Pranking ➢ Using offensive language
<p>Respect for Learning</p> <ul style="list-style-type: none"> • Demonstrating appropriate behavior in classroom • Punctuality and time management • attending classes on time • Finalizing classwork and homework on time • Commitment to Academic Honesty policy • Demonstrating appropriate behavior outside of classrooms • Demonstrating appropriate use of technology 	<p>Disrespect for Learning</p> <ul style="list-style-type: none"> • Being late • Disrupting the learning process • Not respecting ones work and the work of others • Not following classroom essential agreements • Bringing games/toys/electronic equipment that is not permitted

Respect for Property

- Hanging backpack and coats in appropriate place
- Picking up trash
- Maintaining an organized classroom
- Helping sort trash
- Proper usage of resources eg. books, tablets, computers....etc
- Reporting damage in bathroom, to facilities and/or equipment
- Reporting theft
- Returning lost items to “lost and found”, the school office

Disrespect for Property

- Damaging property*
- Writing on objects
- Defacing bathroom or other areas, e.g. writing on walls
- Mishandling property inappropriately or with intention to cause damage
- Littering
- Stealing*
- Hiding or taking objects that belong to others
- Disrespecting property of others

In order for each of us to exercise our rights, it is necessary to uphold and honour our responsibilities to sustain these rights for everyone. Essential Agreements are established in alignment with school-wide expectations and support the understanding and application of the IB Learner Profiles. Students receive positive reinforcement as well as clear and consistent consequences that focus on students becoming aware of their behaviour and taking responsibility for their own actions.

The support of parents, teachers and children is needed to ensure the development of self-regulated students.

Parents’ Responsibilities:

- Model respectful, courteous and honest behaviour.
- Ensure that their child attends school.
- Support the school in implementing behaviour management strategies, particularly in relation to their own child.
- Ensure that the physical and emotional condition of their child is at an optimum for effective learning.
- Ensure that their child is provided with appropriate materials to make effective use of the learning environment.
- Support the school in providing a meaningful and adequate education for their children.
- Inform the school about bullying when appropriate.

Stages of Corrective Actions:

1. Oral reflection:

Teacher listens to the child to understand the reasons behind his/her action trying to reinforce respectful behavior through referring to ATLs and this is considered a **1st warning**. If the behavior is repeated again the teacher talks to the child giving him/her a second chance to take a corrective action and behavior is recorded in the discipline sheet where this is considered as a **2nd warning**. If the behavior is repeated again this is considered as a **last warning** and behavior is recorded in the discipline sheet.

2. Written reflection

Written reflection is giving the student a chance to reflect on their choice of behavior. The purpose is to allow the student an opportunity to analyse and examine the reasons behind their choice/actions through a written process describing the behavior. They must reflect on why they acted that way and the way the action affected others. They then setting a personal goal. This process is considered an escalation, as the written reflection is communicated to parents who are obliged to sign it and return it back to school to be kept in the student file.

3. In-school detention

If the student **keeps** on repeating a misbehavior or **committing** an act of high level offense he/she will be handed an in-school community service duty that is **relevant** to the behavior. The aim of **the** community service **is** to allow students **an opportunity** to learn through the process. At this stage, parents are informed through a phone call with all the details of the in-school detention.

4. Student- Parent- Teacher meeting

The meeting of all three stakeholders is very important if all previous techniques have **failed to produce a positive change in behaviour**. In such meetings the students face their parents with their behavior record and this is considered either a last warning before suspension, or a meeting to communicate with the parents the suspension decision.

5. Suspension

Students are suspended from school for a duration aligned with the Ministry of Education guidelines for behaviour, or as is determined by the school leadership according to the situation.

6. Expulsion

A student is expelled from MHIS based on his behavior record in alignment with the Ministry of Education guidelines for behaviour..

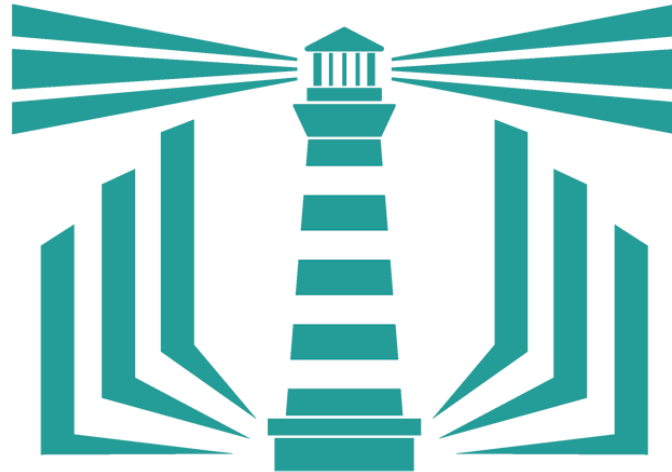
*****The school reserves the right to move from a stage to another according to the severity of the disrespectful behavior. Besides, parents might be called for a parents' meeting whenever needed at any stage of the behavior resolution process.***

References

- <http://www.ibo.org/>
- <http://www.ibo.org/programmes/middle-years-programme/curriculum/>
- [http://www.ibo.org/programmes/middle-years-programme/assessment and-exams/](http://www.ibo.org/programmes/middle-years-programme/assessment-and-exams/)
- www.ibo.org/digital-toolkit/brochures-flyers-and-posters



Manaret Heliopolis
INTERNATIONAL SCHOOL



Manaret Heliopolis

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