



International Baccalaureate®  
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Middle Years Programme

# History of the Middle Years Programme







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# 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.

## 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.

IB learners strive to be:

<b>Inquirers</b>	They develop their natural curiosity. They acquire the skills necessary to conduct inquiry and research and show independence in learning. They actively enjoy learning and this love of learning will be sustained throughout their lives.
<b>Knowledgeable</b>	They explore concepts, ideas and issues that have local and global significance. In so doing, they acquire in-depth knowledge and develop understanding across a broad and balanced range of disciplines.
<b>Thinkers</b>	They exercise initiative in applying thinking skills critically and creatively to recognize and approach complex problems, and make reasoned, ethical decisions.
<b>Communicators</b>	They understand and express ideas and information confidently and creatively in more than one language and in a variety of modes of communication. They work effectively and willingly in collaboration with others.
<b>Principled</b>	They act with integrity and honesty, with a strong sense of fairness, justice and respect for the dignity of the individual, groups and communities. They take responsibility for their own actions and the consequences that accompany them.
<b>Open-minded</b>	They understand and appreciate their own cultures and personal histories, and are open to the perspectives, values and traditions of other individuals and communities. They are accustomed to seeking and evaluating a range of points of view, and are willing to grow from the experience.
<b>Caring</b>	They show empathy, compassion and respect towards the needs and feelings of others. They have a personal commitment to service, and act to make a positive difference to the lives of others and to the environment.
<b>Risk-takers</b>	They approach unfamiliar situations and uncertainty with courage and forethought, and have the independence of spirit to explore new roles, ideas and strategies. They are brave and articulate in defending their beliefs.
<b>Balanced</b>	They understand the importance of intellectual, physical and emotional balance to achieve personal well-being for themselves and others.
<b>Reflective</b>	They give thoughtful consideration to their own learning and experience. They are able to assess and understand their strengths and limitations in order to support their learning and personal development.



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# Foreword

This *History of the Middle Years Programme*, we believe, represents the first attempt to provide the context and capture a flow of the development of the Middle Years Programme (MYP), from its conception to the present, as accurately as possible given the constraints. The co-authors, who have otherwise full-time professional commitments, are very aware that there has not been the opportunity or the time in busy schedules to allow full researching. The sources have primarily come from personal engagement, documents at hand, and an invaluable collegial network that spans the years.

Our hope is that this history provides a better understanding of how the present MYP has evolved and how some remarkable teachers and outstanding educators have contributed towards it. A further goal is that it will stimulate others to delve into the copious documentation that remains untouched and to broaden the range of interviews of those who contributed, particularly those we are likely to have unwittingly overlooked.

For future researchers, we encourage the tracking down of the full documentation of the conferences, governing board and curriculum committee minutes of the International Schools Association (ISA); likewise, with the International Baccalaureate (IB), particularly in the years of transition; and also the exploration of the often inspiring accounts of the implementation and the impact of the programme in the schools. A trove of papers has recently been bequeathed to the IB by Fred de Haas, who played an important role in implementing the transition. And no doubt there is so much more to be accessed.

Needless to say, we welcome the readers' input, suggestions, corrections, elaborations ... in short, this history is meant to represent more of a beginning rather than an end in itself.

Malcolm Nicolson and Lister Hannah

# The origins of the Middle Years Programme: 1978–1982

## Out of Africa: 1978–1981

### **The need for a pre-IB curriculum**

The origins of the development of the Diploma Programme as a Geneva-based teacher-led initiative under the auspices of the International Schools Association (ISA) has been well documented by writers such as Robert J Leach, Ian Hill and Alec Peterson, the first director general of the International Baccalaureate (IB). A key element in this process was a series of grants obtained from UNESCO by Desmond Cole Baker, then head of the English-speaking part of the International School of Geneva (Ecolint) and secretary of ISA, to fund meetings at which the curriculum development took place. These were supplemented by substantial grants from the Ford Foundation and the Twentieth Century Fund and generous contributions from certain supporting governments. Even so, the development period was quite extensive, lasting from 1962 to 1968. The emphasis was essentially on developing an internationally recognized university entry programme. ISA handed over the project to the International Schools Examination Syndicate in 1964, which renamed itself IB fairly shortly afterwards.

Meanwhile, ISA proceeded to develop an international programme for primary schools, which first emerged in 1966 but was not widely distributed and generated very little awareness (Hill 2003b: 287). The question of an international middle school curriculum did not get addressed. When asked about this, Cole Baker later replied: “the middle school was left out ... [because] I had to set priorities” (Hill 2003b: 287). It was to remain dormant until much later as this document reveals. It also took much longer to be established—approximately 15 years. Perhaps the main reason for such a lengthy gestation period was that ISA could not secure the kind of funding that had sustained the development of the Diploma Programme. ISA is a voluntary organization of a relatively small number of very diverse schools meeting annually at a summer conference, usually hosted by a member school.

The origins of the IB Middle Years Programme (MYP) thus appear to have evolved from a far more pragmatic starting point. The International School Moshi, the first and at that time the only school in Africa offering the Diploma Programme, was experiencing the philosophic and pedagogic disjunction created by using the British O levels as a pre-IB preparation. Some years before, Peterson had expressed the nature of this issue.

What is of paramount importance in the pre-university stage is not what is learned but learning how to learn ... What matters is not the absorption and regurgitation either of fact or pre-digested interpretations of facts, but the development of powers of the mind or ways of thinking which can be applied to new situations and new presentations of facts as they arise.

Peterson (1972)

The rationale for those international schools to offer the traditionally oriented O levels as a pre-IB preparation was that they provided a necessary initiation and exposure to the regimen of external examinations and the apparent rigour that went with these, not that there was a shared philosophy.

The resulting unease led the headmaster, Lister Hannah, to discuss the issue with several other African international school heads who were considering the future possibility of introducing the Diploma Programme. He suggested that they together develop their own two year pre-IB curriculum, which would align much more comfortably with the Diploma Programme.

Discussions at an Association of International Schools in Africa conference in Nairobi in October 1978 led to a recognition of the need for “a more broadly based and more internationally valid form of curriculum

and certification for students in the middle secondary school than is presently available in International Secondary Schools” (ISA 1982a: D1).

This rather new international school body then endorsed the further exploration of this idea by expressing their support for “a two-year pilot programme for an examination at Grades 10/11. The term ‘pre-IB’ had been used, and emphasis had been put on IB concepts of learning how to learn and of educating the whole human being” (ISA 1980a: 13).

Two other schools, the International School of Lusaka, Zambia, and the International School of Tanganyika in Dar es Salaam, Tanzania, expressed a readiness to join with the International School Moshi in proceeding with some immediacy. The International School of Lusaka was already offering the O levels as a terminal qualification and the International School of Tanganyika was about to expand beyond grade 8. It was decided that Hannah, in his capacity as a member of the IB Heads Standing Conference, would approach the deputy director general of the IB, Robert Blackburn.

These were early days for this new organization pioneering the daunting challenges of implementing an international curriculum with external examinations. While liking the concept, both Blackburn and the director general, Gérard Renaud (who was later to play a significant consulting role to the middle years initiative through the mid- and late 1980s), quite rightly felt that the IB already had more than enough to do. Additionally, the IB Heads Standing Conference had been established in 1977 to promote greater cohesion among IB schools and to provide greater support for IB’s operating budget. Member schools were distinctly reluctant to allow any IB funds to be diverted to the development of a pre-IB programme (Thomas 2010). The resulting suggestion was that Hannah, who was also on the governing board of the ISA, take the idea to them. After all, ISA had been the organization to get the Diploma Programme initiative started some years before.

The ISA Curriculum Committee accepted this opportunity in the context of its ongoing interest in the establishment of a curriculum for the middle years of schooling. The idea of a pre-IB international curriculum crystallized into the following minuted conclusion. This was reached at the ISA Curriculum Committee meeting, in March 1980, in response to a proposal to proceed further with this matter from the International School Moshi.

Three reasons were advanced and accepted: the need to have a pre-IB programme that leads into the IB; the need to have a credible international school leaving certificate; the need to have an internationally acceptable education for students transferring to and from international and national systems.

In the discussions which followed, it was suggested that the IB type structure could be adopted ... along the following lines: the scheme of six subject areas could be adopted. The focus could be on the concepts, thereby allowing some flexibility in content. There could be externally marked written exams but the overall assessment should comprise coursework and orals. It was questioned whether a written exam was really needed, but in any event there must be quality control. An independent project, along the lines of the IB extended essay could be submitted by each participating student. All students concerned should be involved in cultural, athletic or social service extra-curricular activities.

Finally, it was decided to put before member schools the project of creating a curriculum for the middle years of schooling, leading to an International Certificate of General Education.

ISA (1980b)

The International School Moshi had already accepted the invitation to host the 1980 ISA Annual Conference, thus it was an easy step to ensure that the issue of a pre-IB initiative be placed on the agenda and tabled for discussion by the membership at that time. The results of the Curriculum Committee’s deliberations were sent to all member schools to solicit opinions in advance of the conference.

## The ISA Annual Conference, International School Moshi, Tanzania, 1980

It is now generally acknowledged that it was at this conference that what was to become known 14 years later (1994) as the MYP, emerged into the international curriculum domain and onto the general international agenda.

It was agreed that there was a great need for a curriculum in the junior secondary group that would lead to an International Certificate of General Education (ICGE) to be taken at about 16–16+. ISA would be the sponsor for this project. Its role above all, would be that of establishing validation for the certificate.

ISA (1980a: 14)

It was felt that such a certificate would not only be useful to future IB students, but importantly that it would also be of value to students who were not going on to higher education and would give a validated guarantee of a basic education and a standard of achievement.

The curriculum must not be too academic; practical subjects must be included. There must be a broad range of options, and flexibility in the curriculum to meet the needs of individual schools. But there must be agreement on the levels of basic concepts and skills; actual content must satisfy certain minimal requirements. It was thought there should be an external examination and internal assessment of work during the course based upon certain criteria.

ISA (1980a: 14)

Further points were put forward by a working group, suggesting:

that a Standing Committee be set up; that suggestions of subject syllabuses could be sent to the Chairman of this Committee, and a data bank started; that consideration be given to the concept of Integrated Studies; that work could begin regionally as soon as possible, for a global scale would be slow and difficult at initial stages; and that research into existing syllabuses and structures should begin.

ISA (1980a: 14)

This never happened. However, a basic framework of needs was suggested in order to ensure that the needs of the student in the middle years of schooling were kept in mind from the outset.

Global needs—communication skills; structure and organization; themes such as technology, moral education and environment education. Intellectual needs—academic learning, the application of knowledge and critical thinking. Personal needs—both emotional and ethical. Physical needs—health; activity; recreation; relaxation, practical applications. Creative needs—aesthetic and practical. Social needs—an emphasis on relationships.

ISA (1980a: notes)

From the beginning, there was an emphasis on student-centred activities and a willingness to consider integrating subjects to promote interdisciplinarity. Over the next few years, a number of specific themes, which were to re-emerge at different stages of the programme's development and become areas of interaction, were already being discussed: environment, health and community service and an independent project. However, the course was conceived at this stage as a two-year pre-Diploma Programme leading to an exam, although some felt it should cover the broader 11–16+ age range.

There was a cadre of strong, very committed educators helping to drive this agenda, among them Nansi Poirel, Elizabeth Fox, Esther Lucas, Ruth Bonner, Joyce Wakenshaw and Hannah, along with Michael Maybury, then head of the International School of Tanganyika, who was to prove an active supporter over the next decade.

The IB connection was obvious, with Poirel and Bonner members of Ecolint in the 1960s. Poirel was also one of the original Diploma Programme curriculum developers and chair of the ISA Curriculum Committee, while Bonner was later to become the first executive secretary of the IB. Fox was not only curriculum director at the United Nations International School (UNIS) in New York, one of the first group of IB schools, but had also earlier worked with Alec Peterson when he was director of the Department of Educational Studies, Oxford University.

At the conclusion of the conference, the ISA governing board agreed to make this whole initiative a substantial focus of interest for the coming year with the ISA Curriculum Committee providing the coordination and impetus for the project. To progress matters, the board welcomed the proposal from the African international schools and accepted the offer from the International School of Lusaka to host an ISA workshop on the subject in January 1981 (ISA 1980b: 15).

## Getting going: 1981–1982

The ISA workshop, held at the International School of Lusaka in January 1981, allowed some consolidation of the outcomes from the ISA Annual Conference in Moshi. Participants, who were largely drawn from international schools in Eastern Africa, were looking for an international alternative to national curriculums. Again, the focus was on a common curriculum in grades 9 and 10 with the following features.

An intentionally broad student ability range with a correspondingly flexible curriculum which will examine on two levels: on the basic level, for those of average ability, students who would leave school at 16 or who will only prepare for a high school diploma; and the extended level, for the aspiring International Baccalaureate student.

A curriculum which would not be a slavish imitation of the UK GCE [General Certificate of Education] or CSE [Certificate of Secondary Education] but which will at the same time offer a transfer school, employer etc, a recognized and acceptable measure of academic subjects studied and of standards of achievement reached.

The ICGE will place great responsibility on schools for developing curricula and maintaining the integrity of the Certificate through agreed standards of marking and moderation, but which will not necessarily require the machinery of the present “O” Level Boards and the IBO.

ISA (1981a: 25)

The ISA Curriculum Committee met in April 1981 and endorsed these outcomes and particularly stressed that “the participation of teachers and the support of administrators are essential to the demanding endeavour of structuring an international middle-school curriculum” (ISA 1981b).

It is interesting to note that there was also by now some encouragement for this middle years initiative, from the IB heads of schools. At their 1981 Heads Standing Conference in New York, they came out with a statement encouraging “interested participating schools to coordinate with the ISA in its development of a middle school curriculum” (Thomas 2010). However, in the official IB *10 Year Plan* established in 1979, there was no mention of the middle years or a pre-IB initiative. (Thomas 2010).

## The ISA Annual Conference, Wersen, 1981

The ISA Annual Conference in Wersen, Germany, July 1981, saw the project momentarily stalling with considerable discussions on whether there was a real need for an ICGE in European or American schools, because the student “transcript” seemed satisfactorily acceptable in meeting assessment and standards requirements. Another body of opinion, however, prevailed, asserting that there were a sufficient number of

international schools in Europe, as well as in Africa and America, expressing interest in the emerging project, and that there may well also be other schools ready to break away from the O levels and CSE (ISA 1981a: 26).

ISA strongly recommitted to continuing to sponsor the development of the ICGE and asked that a major portion of the 1982 conference be devoted to this. As a lead-up to a pilot examination session with a few selected schools, the following pathway was established, that:

individual schools initially agree to produce a model ICGE curriculum in a wide range of standard subjects; that these curricula be circulated to individuals and schools around the world for comments and suggestions then returned to the originating school for the development of a final draft; and then these drafts be sent to Barbara Walker at the Washington International School for collation and presentation at the 1982 ISA Conference.

ISA (1981a: 43)

In hindsight, one of the most significant outcomes from the Wersen conference was an address entitled, “International Education in the next Thirty Years”, made by Robert Belle-Isle, director of UNIS. It is here that the seeds for a focused effort on developing collaboration and interdisciplinarity and on developing greater collaboration between subject departments were sown. Belle-Isle felt that in regular schooling there was a “lack of communication between the instructors in their various fields”.

Interdisciplinary studies are indispensable if an education is to be comprehensive ... which means that the active, continuous participation of the teaching staff is a sine qua non.

It behooves them [schools and teachers] to develop approaches and methodologies appropriate to this education [interdisciplinary studies in world education] drawing not only on the subjects considered, often wrongly, to be more important, but also on the arts, pastimes, sports and all other para-scholastic activities belonging to the development of international understanding.

ISA (1981a: 43)

And beyond this, he emphasized the fundamental international humanism that underlies this approach and the role modelling expected of the “international school teacher”.

In an international school, the teacher likes children of different cultures and works closely with [them] by virtue of his spontaneous open-mindedness toward foreign cultures. Without losing his personal identity, he is open to exchanges on cultural differences. In his professional and personal relations, he carries on a sustained, constructive dialogue on these issues, avoiding comparisons which are unhealthy, useless confrontations and destructive sarcasm.

ISA (1981a: 44)

Belle-Isle concluded his speech with the following invocation.

The heart and soul of international education is the knowledge of man and his culture, and, by virtue of its objective and serene approach, as well as the nobleness of its endeavour, it is one of the last hopes for mankind. For this reason, it is worthy of the attention of all those who would uphold human dignity and who nurture their faith in man.

ISA (1981a: 46)

The spirit of this “international humanism” was to resound through these formative years.

## The ISA Annual Conference, Northumberland House, London, 1982

From the outset, this was an ISA conference with a distinctive difference. Firstly, it was not hosted by a school, but was held at Northumberland House, home of the Royal Commonwealth Society, just off Trafalgar Square in the heart of London. Secondly, it had a remarkably singular purpose reflected in its title: “Planning a curriculum for the 21st century: The middle years of schooling”.

It also saw the convergence of two individuals who were to play a powerfully influential role over the next few years: Renaud, who was a keynote speaker in his capacity as the director general of the IB, and Belle-Isle, who in the next few years would become the chairman of the ISA and who placed UNIS in a leadership role with both Fox, director of curriculum, and Hannah, now principal of Senior House, also actively involved.

Renaud memorably referred to his coming together with Belle-Isle.

... while I was attending the London conference, I had the great pleasure to meet my old friend Robert Belle-Isle, director of UNIS. In the pub where we had arranged to meet, we decided to make every effort to shake ISA out of its lethargy.

Renaud (2001)

Fred de Haas, one of the middle years pioneers, has commented that, “Robert and Gérard formed a great spiritual team, the one you need when building a new educational house” (de Haas 2001). Together they were a formidable formative force in the development of an ISA curriculum (ISAC) for the middle years, which eventually became the MYP.



*Fred de Haas and Gérard Renaud*

Considerable development had occurred in a number of subject areas in the two years since the Moshi conference. By the time of the 1982 conference, subject coordinators were in place for English, English as a foreign language (EFL) and English as a second language (ESL), French, Spanish, geography, history, humanities, international understanding, mathematics, sciences, environmental studies, fine arts, music, and practical studies. Contributing schools from Eastern Africa, Europe and North America were well represented with UNIS, beginning to provide considerable institutional backing. However, it is important to recognize that ultimately progress depended largely on the commitment of individual teachers in those schools and there was practically no coordination between annual conferences, save through the ISA Curriculum Committee, which too depended on goodwill and met only once a year.

In London, further progress was dictated in large part by those who could attend. Productive workshops were held on ESL, environmental education, education for peace and development, fine arts, languages, science and mathematics, humanities, and practical studies.

A general statement on the ICGE, drafted by Hannah and Len van der Waag, head of the International School Eerde, the Netherlands, was adopted. The fundamental grounding of the “middle years” philosophy in its focus on the student was consolidated under the sub-heading “General Considerations”.

The programme is designed for the 11–12 to 15–16+ age range. This period, encompassing as it does early puberty to mid-adolescence, is a particularly critical phase of personal and intellectual development. Such a time of uncertainty, sensitivity, susceptibility, resistance and questioning, requires an educational programme that will provide both the disciplined skills and creativity, challenging standards and flexibility, to help the growth towards responsible self-reliance and interdependence.

Learning how to learn and the development of the whole person are the guiding principles for this programme. The overall curriculum is designed to encourage moral development in our children and a sense of responsibility to the world community and its environment.

ISA (1982a: D1)

This statement resonates as well in 2010 as it did in 1982. It captures the motivating factors in the 1980s, which are still relevant today and arguably need re-emphasizing.

# The development of a middle years curriculum: 1983–1990

It is interesting to note that in the two years since the ISA Annual Conference in Wersen, the concept of the “middle years” emphasis had expanded from the initial two-year pre-IB course and was now being consolidated as a five-year programme for students aged 11–16. The idea of an external terminal exam was also not as dominant as earlier in general thinking.

Its aims included not only the emphasis on the learner but also on global issues and global responsibility.

- To foster the recognition of the interdependence of living things, peoples and nations
- To develop the intellect and personality through encouraging curiosity, inquiry, critical thinking, self reliance and tolerance
- To cultivate flexibility of mind, enabling the child to adjust to different cultural environments, as well as to varying attitudes and approaches to learning
- To create concern and responsibility for the personal, social and physical environment
- To cultivate, through the acquisition of knowledge and the mastery of skills, a respect for learning and the wisdom to use it well
- To foster a critical awareness of the dynamic technological and social changes in our society and their potential consequences (ISA 1982a: D2)

The curriculum plan envisaged an integrated approach to the required core subject areas, each having been designed to develop specific concepts and skills. The seven designated subjects were: languages, mathematics, sciences, humanities, the arts, health and physical education, and practical studies. The overall curriculum was to provide opportunities for each child to become progressively involved in service to the community and creative activities.

It was agreed that there was much follow-up to be done, including:

- ensuring that the ICGE initiative remain wholly consistent with other ISA statements, and especially with the 1974 UNESCO’s “Recommendation concerning Education for International Understanding, Co-operation, Peace and Education relating to Human Rights and Fundamental Freedoms” and the resulting ISA handbook on fostering international understanding
- investigating existing curricula with a global education focus
- looking for appropriate specialist consultation
- retaining ties with the IB and its Heads Standing Conference (ISA 1982 a: F4).

Through the subject coordinators, the continuing regional curriculum development of subjects was to be encouraged and the focus for the next annual conference, in Nicosia, Cyprus, would continue to be the middle years.

There was a feeling by the end of the conference that another step forward had been made “towards the goal of the establishment of an International Certificate of General Education and the address by Gérard Renaud particularly gave encouragement to pursue vigorously this goal” (ISA 1982a: B2).

## The increasing involvement of UN schools: 1983–1984

### **Ecolint and UNIS**

The 1983 ISA Annual Conference in Cyprus was very subject-focused on the human and experimental sciences, and languages. ISA was also promoting ESL testing and an initiative in studying international understanding. Attendance at the conference was low though and many of the leading players were absent.

However, the basic momentum from the earlier years was now being picked up by the United Nations (UN) related schools, UNIS, Ecolint, and Vienna International School. At this time, UNIS and Ecolint were the more active.

Ecolint was undergoing a “renaissance” driven by the interim director general, Leo Fernig, and then the subsequent director general, Joseph J Blaney, with a thorough review of the school’s mission and strategic planning review. Phil Thomas, deputy director general and another of the contributors to the development of the Diploma Programme in the 1960s, was leading a group of staff drawn from throughout the foundation at all age levels, called the Director General’s Advisory Group. The main outcome was the adoption of a definition of an international school and an elaboration of the “general educational principles” upon which the foundation (then comprising three separate campuses) would operate. Some of the 23 statements were to be incorporated into the ISA’s plans for the middle years, adopted by the ISA Curriculum Committee in February 1984.

As for UNIS’s engagement, it was being driven by Elizabeth Fox at the curriculum level. Working closely with Thomas, several subject-specific workshops and considerable informal collegial dialogues on the middle years ensued.

As Thomas (2010) recalls: “While ISA were slowly committing themselves to the curriculum for the middle years, the group I was leading in Geneva were formally establishing links with UNIS, Vienna International School and Het Rijnlands Lyceum in The Netherlands. As part of this work, I did some research on what else was happening and published a survey for the group.”

ISA had already adopted UNESCO’s 1974 seminal recommendation on international understanding as a basis for curriculum development work by governments and schools. Ecolint had developed a policy of inviting leading educational thinkers to conduct extensive seminars at the school. These included Ivan Illich, Paulo Freire (then special education advisor at the World Council of Churches) and Professor Denis Lawton, director of the University of London’s Institute of Education—a prolific author with a renowned expertise in curriculum theory development. One of his successors at the institute was Malcolm Skilbeck, who had been director of the Australian National Curriculum Centre. In his inaugural address in 1982 entitled “A core curriculum for the common school”, Skilbeck explained that the main problem facing schools was “to place at the core, a set of organizing principles and procedures whereby subject matter can be interrelated and optional and individual studies brought into some kind of structural relationships with core learnings” (Thomas 2010).

From York University’s Centre for Global Education, David Selby and Graham Pike guided some IB staff in ensuring that their courses had a global dimension. Thus, there was a great deal of activity in curriculum development, some of it on a national scale. The United Kingdom’s survey between 1977 and 1982 led to the so-called red book model of curriculum development—a process of identifying aims (what we expect children to know) and objectives (skills, attitudes, concepts and knowledge). This and the work of Mortimer Adler and the Paideia Proposal all influenced the initiative. It was during these meetings that a curriculum model morphed from a Rubik’s cube (the latest toy to appear in 1980) into the conical model of ISAC (Thomas 2010). Sadly, we have been unable to unearth the documents relevant to this.

This UN schools strand (including the Vienna International School which would later become very active) was going to evolve in 1984 into a more formal arrangement, chaired by Robert Belle-Isle, and was to play a considerable role in the following years.

The ISA Curriculum Committee continued to review information, opinions and developments from schools mainly those involved in the UN schools-related project and from the curriculum subject workshops that were occurring from time to time. The synthesizing of all of this coincided with a range of decisions made by the delegates at the 1984 ISA Annual Conference in Eerde, the Netherlands.

## **The ISA Annual Conference, Eerde, 1984**

The conference provided not only a consolidation of the understandings reached two years before in London, and reiteration of many of the aims, but was also the springboard for more concentrated input and clarity of thought.

The global perspective was reinforced through the statement that “the real aim of international education should be the student’s integration in tomorrow’s world—an interdependent world where they have to fulfil their calling. It is not sufficient to learn together, it is even more important to live together. It is essential for students to be conscious of the problems of our world and to feel responsible for its improvement” (ISA 1984: 14).

The general statement on the ICGE agreed to in London, especially the aims, was strongly reinforced (ISA 1984).

There was an explicit drive at the conference to develop a framework to inform curriculum design in each subject, which resulted in a working document, *Needs of the child from 11–16 years* (ISA 1984: 22). This was in many ways a reiteration and expansion of the needs identified four years before in Moshi. General global needs were listed together with more specific intellectual, personal, physical, creative and social needs.

A document on the general aims of education, derived from a Council of Europe paper, was circulated for discussion by the delegates. It outlined the cognitive (intellectual) and affective (emotional and moral) goals of an education programme. Many of the themes listed remain as core principles within the MYP today, for example, “learning by both inquiry processes and from exposition”, “understanding and accepting the feelings of other people; developing empathy” (Hare 2006: 21).

The conference broke into subject working groups (languages, mathematics, sciences, humanities, health, physical education, and practical studies) drawing up statements of aims, objectives and skills required. The most impressive output came from the sciences group, reflecting the work done at UNIS led by Thomas Szell and Brian Swallow. All of the groupings, with the exception of the humanities, completed the exercise and there was the commitment to consolidate progress with four of the groupings meeting at the next ISA Curriculum Committee meeting (Thomas 2010).

From the outset in Moshi and in subsequent conferences and committees, practices within the Diploma Programme had been reviewed for their potential to inform the development of the ISA MYP. This is understandable since most of the schools involved had adopted the IB Diploma Programme as their terminal programme and were seeking an appropriate preparation to lead into it. One such significant influence emerged at Eerde.

The theory of knowledge, which seeks “to encourage reflection upon what the student has learned inside and outside the classroom” (Peterson 2003) and the “development of powers of the mind or ways of thinking which can be applied to new situations and new presentations of facts” (Peterson 1972), was a significant stimulus to the development of the idea of approaches to learning (ATL). This “nucleus of an interdisciplinary nature, analogous to the theory of knowledge course in the IB” was to become a key medium through

which “learning how to learn” would be put into effect (Hare 2006: 23). Even at this stage it was moving beyond just study skills and was expressed as ways to:

- organize students’ personal work (taking notes, preparing good written work)
- distinguish, among all the knowledge acquired, the essential from the accessory and thereby acquire critical judgment
- know how to take advantage sensibly of the many media which flood our modern society (ISA 1984: 13).

In all of this, the key points being reinforced were the desire for interdisciplinary coherence in the curriculum, giving students progressively the ability to think critically, work independently, and understand their own learning. Interestingly, there appeared to be no discussion about the need for final examinations.

Although the developing middle years curriculum model was being discussed at the ISA annual conferences, progress was sporadic and disjointed rather than continuous, and on numerous occasions Belle-Isle had to apologise for this. Apart from the Eerde conference, attendance was always less than 50% of membership and there was little continuity in attendance beyond the stalwarts like Nansi Poirel, Ruth Bonner, Joyce Wakenshaw, Walker, Esther Lucas and Fox (Thomas 2010).

## Developing an international curriculum: 1984–1988

As indicated earlier, a new momentum had seemed to emerge out of the Eerde conference and curriculum development became even more focused after the ISA Annual Conference in Wellesley, USA, in 1985. This would seem to be partly explained by the increasingly direct role Gérard Renaud was beginning to take on as the curriculum leader and coordinator. An endemic weakness in the ISA’s operations was a lack of funding to underwrite any substantial mechanism for ensuring that curriculum development was adequately organized and that there was a coordinating person to nurture the pedagogical thinking that was evolving.

A first step had been taken to deal with this situation following discussions with Roger Peel, Renaud’s successor as the director general of the IB. Peel agreed to “share [his] time as a consultant between the IBO and the ISA, and be paid by the IBO” (Renaud 2008). Renaud was yet another person who had been very involved as a teacher at Ecolint over 25 years previously in the development of the Diploma Programme. His interest in the middle years arose from his conviction that the “best niche, the age group where one could truly undertake international education, is the age group broadly from 11–16 because in the Diploma Programme, the examination is too near and demands the full attention of the student ... So I got down to it with great interest, given that I was a little free of the demands of the IB [Diploma Programme]” (Renaud 2008).

Again, with this informal linkage established, the impact of the IB as a philosophic and formative inspiration for this early work in the middle years was becoming increasingly embedded. It is no surprise then to see that the producers of the Wellesley conference report were, besides Renaud, long-standing IB stalwarts Poirel and Bonner.

Another significant institutional contributor to the development of the curriculum was also emerging at this time, the Het Rijnlands Lyceum, in the Netherlands. In the preceding years it had adopted the Diploma Programme for its international section within its operation as a regular government-funded school. With this established, came the search for an appropriately international pre-IB initiative. According to Ad Vaessen, the then director, “Bert [Timmermans] and I ... wanted a truly international programme ... similar in IB philosophy, and not based on a national curriculum” (Vaessen, 2010). And with the commitment to throw their lot in with ISAC, they went against the choice that several other similar Dutch schools made to go with the International General Certificate of Secondary Education (IGCSE), developed from the emerging ICGE.

Bert Timmermans, the director of the international section, had attended the Eerde conference and was to become, as an ISA governing board member (and many years later chairman), an ongoing contributor. He was joined the following year by his colleague Fred de Haas, a language specialist and the coordinator of the school's middle years initiative, as part of a growing team of educators working together with the guidance of Renaud. Several years later, Het Rijnlands Lyceum was to become one of the three first MYP pilot schools, and de Haas, in the early 1990s, the first MYP curriculum support officer.

The theme of the Wellesley conference in 1985 was “An international curriculum—its development and content, with special emphasis on the middle years of schooling”. The hosts, Washington International School, attended in force, but two (Vienna International School and Ecolint) of the then three UN schools were not represented at all. However, again it was the committed few who continued to drive the thinking, supported by a variety of other participants (Thomas 2010).

The social studies and humanities group came up with the idea of an integrated wheel metaphor representing the interrelationship of the different social sciences with one another and with philosophy at the centre (Fox 2001). The ground was being laid for the development of the octagon model that was to emerge several years later, while still wrestling with visual representations such as a Rubik's cube or a cone.

## Emergence of the first written curriculum

Tackling the challenge that interdisciplinarity posed, ATL, technology and the environment were now increasingly being discussed as the “interactive elements” that in Renaud's words “illuminates the disciplines and enriches their perspective” (Renaud 2008).

John Goodban, who had been instrumental in creating the first school-based syllabus Diploma Programme subject in technology some years before and who had been involved in the discussions since the London conference about developing the practical subjects, had involved Ben van Bronckhorst. The latter, a Dutch engineer and conservationist working with the Swedish Globetree Foundation saw technology in a broad evolutionary context with humans generating a remarkable record of technological creativity over time (Fox 2001). This suggested an approach that went beyond technology-related subjects, to an area of general human interaction. Fox remembers how the name *homo faber* emerged in one of the Wellesley conference sessions when it was “thunderously proclaimed by Belle-Isle, when, as we were searching to put the concept into words, he rose to his feet, banging his fist on the table in an unforgettable moment of enthusiasm” (Fox 2001).

The growing awareness that responsibility for the conservation of the environment should also permeate the curriculum and was another of these emerging “interactive elements”, had largely been the result of the substantial contributions of Dr Matthew Brennan, a noted environmental consultant who had developed a detailed environmental education curriculum at UNIS. As early as the London conference he had been sharing his years of hands-on experience, as well as his scientific knowledge, with students of all ages.

An especially significant global issue was health, with its essential impact on both individual and social development. This was championed from the outset in Moshi by Bonner, who surveyed ISA schools to determine their needs and also shared research, especially through her close association with the World Health Organization. Thus, health became recognized as another of the interactive elements.

After the Wellesley conference, a start was being made to confront the challenge so accurately captured in the following quote from that time. “Whilst [ISA] has gained from the input of a remarkably diverse and talented body of interested teachers, it has also suffered from a lack of continuity, repetition of discussion and changing personnel which has produced a kaleidoscope change of pattern with each meeting ... [the] valuable input from workshops and meetings needs the refinement of overall expert coordination” (Ellwood, 1986). Curriculum development was beginning slowly to become more structured and coordinated with more stable subject groupings and was starting to occur outside of the ISA Curriculum Committee and Annual Conference cycle.

One particularly interesting feature of the ISA Annual Conference held at Collège Cévenol, in the Massif Central, France, the following year, 1986, was the remarkable confluence of a number of key members from several major organizations engaged in international education: not only obviously ISA, but the IBO, the UN-related schools, ECIS and Cambridge University. One small group of participants even entertained the hope for the emergence of some broad consortium that might give the curriculum initiatives some substantial momentum (Thomas 1986). While no consortium resulted, some momentum did. Michael Maybury, the newly-arrived director of Vienna International School and now an ISA governing board member, in his forthright manner, galvanized a number of schools, starting with his own, to come up with sufficient funding to give focused attention to collaborative curriculum planning (Ellwood 2010).

After the Cévenol conference in 1986, the ISA governing board had committed “to a series of intensive work sessions ... intended to achieve the goal of drafting an internationally acceptable middle school curriculum” (ISA 1986). This was to be based mainly with the UN-related schools. Humanities and sciences based at UNIS, languages at Vienna International School, mathematics at Ecolint and technology at the United World College of South East Asia. Maybury remarked: “I used much of the quite considerable VIS [Vienna International School] Professional Development budget to enable a lot of senior staff to participate ... VIS had a staff member on nearly every subject committee. In fact the schools were the driving force in terms of organisation, finance and personnel” (Maybury 2010). Caroline Ellwood, then middle school principal at Vienna International School, noted that there was a fresh impetus: “we who were involved in our schools, found ourselves attending a growing number of middle years curriculum development workshops over the next few years in Vienna, Geneva, at Rijnlands (Holland), New York, Chambly (Quebec), Buenos Aires, Singapore ...” (Ellwood 2010).

The first evidence of all of this activity beginning to merge occurred with the publication in February–March 1987 of the *International Curriculum for the Middle Years of Schooling, 11–16 Years*. Renaud explains:

the main programmes were sufficiently advanced for me to be able to group them together and put them into (this) booklet ... I typed it all out on my own typewriter, this first booklet, 92 pages, which contained a chronicle of the major stages in international education, the general concept of the curriculum with a diagram showing the articulation between those sections we were going to call the areas of integration and the subjects themselves. [This] organisation of the cycle containing the programme’s essentials would allow the schools to start.

Renaud (2008)

While Renaud was the primary compiler of the document that was to become called “the little red book”, he received editorial assistance from Poirel and Émile Blanc (a former member of the IB’s Council of Foundation).

The document was declared provisional with a limited distribution. There was a clear statement that a formal terminal examination was not envisaged, but that there would be a form of internal assessment based on criteria that the ISA would develop. There was also a suggestion about the minimum number of hours subjects should be taught. The language section used IB nomenclature of A and B and assumed world literature, but other subject groupings were different to those of the IB. General science was assumed for years 1 and 2 with separate sciences thereafter, similarly with the humanities, separating into history and geography (Thomas 2010).

The programme model diagram was at the time in the shape of a circle with the more theoretical subjects (mathematics, languages, humanities, sciences) around the upper half, the more concrete and practical (technology, health and physical education, and the arts) around the bottom half. “Within the circle are found integrative elements for all subjects; these will play an important part in subject interaction and complementarity”. These “elements” were approaches to learning, environment and *homo faber* (Hare 2006: 24).

When the model was presented at the ISA Annual Conference in Svendborg in 1987, it was stressed that the integrative elements were “not additional subjects, but elements, which as far as possible, should

be common to the various parts of the curriculum and be appropriately interwoven” (ISA 1987: 9). ATL’s objective was learning to learn, this contributing to “attitude and success in all later learning” and “learning for citizenship in the world of tomorrow” (ISA 1987). “Environment” was seen as going beyond ecology to reflect “a deep concern about the conservation of people and their environment, both physical and social, in the face of ever increasing dangers” (ISA 1987). And *homo faber* described human beings as workers, inventors, transformers, and improvers of their surroundings. The clarification at Svendborg was that the sense of this element went beyond technology, already one of the subjects listed, and had a sense that it ran through many subjects and had an integrative function (Hare 2006: 24). ATL is called in French “apprendre à apprendre” and is recognized as the preparation for the “théorie de la connaissance”.

## International “middle years” initiatives

With ISA’s curriculum initiative well underway, associated as it was with a substantial contribution developing from the UN-related schools (UNIS, Ecolint and the Vienna International School), the years 1985–1987 also saw a new initiative emerge from the University of Cambridge Local Examination Syndicate (UCLES). The word “local” in the title belied the international outreach the syndicate had, conducting the national examinations for a number of countries, including former British colonies such as Singapore, Zambia and Botswana.

In 1984, Sir Keith Joseph, UK Secretary of State for Education and Science, had announced the replacement of the GCE O levels and the CSE with a single system of examinations at 16+, the General Certificate of Secondary Education (GCSE) to become operational in 1988. The emphasis would be on criterion-related assessment and would impact on all students in the age-bracket. It was felt it would be fairer because students would be judged by what they could do and not on how they compared with someone else; and it would be clearer because everyone would know what had been tested. The move was warmly welcomed in the UK.

UCLES recognized that this would impact not only on its local but also its international operations and moved decisively. A number of member schools of the European Council of International Schools (ECIS) were either British international schools or schools that offered the British O levels, in some instances as a pre-IB course. At the ECIS Administrators’ Conference in Vienna in April 1985, Wilf Stout, the public relations officer for UCLES, explained the new GCSE system to heads of schools.

An interest in this new course was kindled, not least with Allan Wilcox, headmaster of the International School Hamburg, who, unhappy with the existing O levels and the lack of progress being made with the ISA initiative, suggested that Stout consider proposing to UCLES the development of an international version of the GCSE. Stout did, and in time UCLES was convinced to name any “international” initiative it would be taking the “IGCSE” to broaden its appeal and to make it less British and more open to input. However, as UCLES stated later in a letter regarding this international undertaking, “the starting brief was to produce syllabuses and schemes for schools and colleges throughout the world which were compatible with the new GCSE [which was] designed for students in the UK” (Wilcox 1987). This was an “ineluctable fact”.

Meanwhile, Wilcox as a member of the ECIS board was in contact with Dr Gray Mattern, ECIS’s executive secretary, emphasizing the interest developing in some of the member schools. Further, as a member of the Management Committee of the IB Heads Standing Conference, Wilcox had also brought the matter of a new potential pre-IB initiative to the committee’s attention.

UCLES was genuinely trying to cultivate a more international outlook for its overseas examination commitments, while establishing a place in the “market”. The problem was that sources of expertise on a prospective international dimension were few. One identified source was ECIS, and Dr Mattern was approached about the possibility of ECIS assisting in some way.

Wider international school circles were generally skeptical of the ISA pre-IB initiative. It had been a work in progress for a number of years with little visible result. They also had reservations about the UN-schools associated contributions, given the seeming difficulty of getting the three to agree on major developments. Thus, the advent of the UCLES initiative seemed to promise potential resolution to the mounting need

many international schools were expressing for an international middle years course, particularly if UCLES remained open to substantial input. Not only did UCLES have a “pretty good record!” in operating examination systems, but “it would carry the clout of the Cambridge name” (Mattern 1985).

Dr Mattern agreed that ECIS could act as a facilitator, in the interest of its member schools, and was prepared to convene a meeting of an advisory committee for international schools. The ECIS schools would have three representatives, and Dr Mattern would chair the meeting.

The ECIS representatives were Wilcox, Thomas and Hannah. Thomas, who was assistant director general of Ecolint, had been chair of the IB Heads Standing Conference from 1977 to 1984, but more importantly in this instance, had been directing the Ecolint drive to establish a pre-IB curriculum. He had shared with Stout the “proposal” for such initiative developed by the school in early 1985. As for Hannah, he well understood the ISA initiative from his earlier involvement and was now headmaster of Munich International School, which was “locked into” replacing the O levels with the new GCSE.

Two meetings took place at the Penta Hotel, near Heathrow airport, for quick access by the heads coming from Germany and Switzerland. The meetings, which took place on 30 January and 10 June 1986, were conducted in an open, congenial and collegial manner.

In both meetings, the international school heads were making a strong case for ensuring that: (i) there was a need for a clearly stated curriculum philosophy to be articulated with an international dimension pervasive throughout all subject areas being given priority over the focus on examinations; (ii) UCLES and ISA should be working together on this project. UCLES representatives were receptive, but the syndicate juggernaut with its focus on introducing the IGCSE in 1988, and thus piloting courses and training teachers especially in the internal assessment modes, was hard to stop and the room for consultation and adaptation proved limited.

Following the initial meeting of the advisory committee, the proposed IGCSE was part of the agenda of a group meeting discussing the pre-IB course at the IB Heads Standing Conference held in Paris. Interest was further broadened, more heads also inquired about the ISA initiative but no substantive moves were made. However, the desired convergence between the two initiatives did not progress.

Over the next year and a half, UCLES proceeded to publish subject syllabuses, to pilot IGCSE examinations in selected schools, to establish teacher-training sessions starting with the first at the ECIS Annual Conference at Montreux in October 1986, and to establish subject advisors from interested international schools. Dr McLone attended the 1986 ISA Annual Conference at the Collège Cévenol, in France, but that aside, little other contact occurred between the two initiatives. Meanwhile, in early 1987, as has already been seen, ISA had published their curriculum efforts in the red book. In May 1987, ECIS arranged a Consultative Conference involving UCLES, international school teachers, with an invitation to ISA to participate. Despite attempts to foster convergence with the initiatives little emerged. The IGCSE advisory committee’s input throughout remained sporadic at best, a recurrent difficulty being to find time when all parties could meet.

Concerns persisted from some schools that “the lack of a curriculum philosophy statement or a definition of ‘International’ in the IGCSE programme is a major deficiency”, that “there was a serious misjudgment of the real ideals behind international schools and what they teach”, and that “to launch a new international curriculum without a philosophy statement of wider educational intent is a serious omission”. The other associated concern was that, almost unavoidably, it remained strongly “British” (Wilcox 1987).

At the ECIS Annual Conference in Paris on 23 October 1987, Dr Mattern finally succeeded in bringing the major figures from ISA (headed by Belle-Isle) and UCLES (headed by Dr McLone), along with Maybury, chair of the IB Heads Standing Conference, and the advisory committee heads (Wilcox, Thomas and Hannah). It became clear that both initiatives (ISAC and IGCSE) were not only too far advanced in their respective developments to really give convergence a fair chance but more fundamentally they were philosophically out of any significant alignment. Belle-Isle was particularly emphatic on this latter point. By the end of the meeting it was clear that both initiatives would continue on their distinctively different pathways. The ISA initiative would evolve in the next few years into the MYP and that of UCLES into the IGCSE, in 1988.

## Birth of the ISAC: 1988–1990

### The pilot schools

The ISA Annual Conference in 1987 in Svendborg represented another watershed in the evolution of the MYP. The ISA community had accepted the proposed ISAC. The stage was now set to trial this curriculum. It had been the product of so much various and extensive input over a number of years that its failure to converge with the IGCSE is even more understandable.

The subject of potential “pilot schools” trialling this curriculum had been emerging for some time. Belle-Isle had maintained throughout his years as director at UNIS his long-standing relationship with the Chambly school district where he had been superintendent, particularly with his former colleagues, Alphonse Pundzius and Jacques L’Espérance. In 1986, he retired and returned to his native Quebec. However, as has been seen by his leading role in the discussions with the IGCSE, he remained chairman of the ISA.

The Quebec curriculum had been undergoing considerable revision, and Belle-Isle had encouraged his colleagues on the Chambly regional board to consider implementing the ISAC in one of their schools when it became available (Bouchard 2010). L’Espérance, director of educational services, indicated that the Chambly board felt that while the new Quebec curriculum was considered excellent in meeting the needs of the students, it was still felt to be incomplete, and in particular needed to be enriched to meet the needs of the more gifted students. It was also felt that it needed to find a “soul” if it was to convince and gain the public support for a new school; “only a worthy philosophy of education could justify the project” (L’Espérance 2001).

Knowing that Chambly had the resources, particularly the curriculum expertise, to play a substantial role in implementing ISAC, Belle-Isle invited the Chambly board to meet with him to discuss the possibility of piloting it.

We found the project very interesting, but most of all we were struck by the humanistic philosophy of the ISA; we had found the “soul” of our project. Our new school would not be a school for the gifted but for students capable of meeting the requirements of both the Ministry of Education and the ISA. And what better way to achieve our purpose than to participate in the development of the ISAC, using the new Quebec curriculum as its basis.

L’Espérance (2001)

Belle-Isle’s proposal was accepted along with the agreement that ISA would “grant our students an ISA Certificate at the end of the fifth year of study” (L’Espérance 2001). The decision was made in 1986 to implement the ISAC in September the following year. The new “École d’éducation internationale”, one of the projected ISA pilot schools, was to emerge from within the MacDonald Cartier High School, the director of both schools being Dominic Martini. Two Francophone deputy directors, Céline Brossard and Fernando Paquet, were hired to serve with Martini, and Paquet was to succeed Martini as director a year later (Bouchard 2010).

289 young people (nine groups) from Secondary I [equivalent to MYP year 1] and 250 (eight groups) from Secondary II [equivalent to MYP year 2] were the first students from the public sector in the world to enjoy the international curriculum offered by the Chambly regional board of education.

Brossard (2001)

Het Rijnlands Lyceum, not surprisingly, was one of the other two schools to agree to become a pilot school. As has already been seen, they too had been attracted in the early to mid-1980s by the humanistic internationalism of the ISA middle years curriculum initiative. Their involvement through the mid-1980s had become significant, not only through the curriculum development drive led by de Haas, but also through Timmermans’ role on the ISA governing board, and the ongoing support of the director of the

school, Vaessen. Their full engagement as an ISAC pilot school was publicly confirmed at the 1988 ISA Annual Conference in Singapore (Timmermans 2010). It was not long afterwards that they were sharing their experiences with other Dutch schools, including the International School Eerde in Ommen, the Alberdingh Thijm College in Hilversum, and a little later, the International School Amsterdam (de Haas 2010).

The third pilot school was St Catherine's School, Buenos Aires. Mabel Manzitti, the head of St Catherine's, had been introduced to the ISAC project by Renaud while attending a conference for IB heads in Paris in 1987, and had been persuaded to join ISA. Subsequently, at the 1987 ISA Annual Conference in Svendborg, the ISA governing board approached her with the proposal that St Catherine's become a pilot school for ISAC. In her words, "As I am usually accused of at school, I readily said yes, not really knowing what I was embarking on". Later on, she joined the ISA Planning Committee and recalls that: "We had a number of heated discussions, but a lot of fun too" (Manzitti 2001).

She also had to convince her leadership team back in Buenos Aires, and her staff who "thought I was completely crazy talking about a holistic approach, interdisciplinarity, areas of interaction, mini memoires". But "after a year and the reading of hundreds of photocopies, we came to an agreement on what we were talking about and how to implement it" (Manzitti 2001).

A fourth pilot school was to follow at much the same time, the Vienna International School. With the arrival of Maybury in 1986 as director, a new impetus was given to the middle years and a search for an appropriate international pre-IB programme. A sustained involvement with other engaged ISA schools also got underway driven by Malcolm Davis, director of studies, and Ellwood, middle school principal. By 1988, under the leadership of the head of the senior school, Margaret Armstrong-Law, a grades 6–10 middle school course following the ISAC framework was being put in place.

It is ironic to note that the only schools attending the ISA annual conferences on a regular basis between 1980 and 1988 were UNIS, the Washington International School, Ecolint and Vienna International School, and that only one of them became a pilot school.

It is also important to note that the major investment that becoming a "pilot" school represented was not covered by either ISA or grants but by the schools themselves. It was a very substantial commitment (Timmermans 2010).

It is interesting to get an insight into what it was like implementing the ISAC in those early years, when the curriculum represented outlines underpinned by the driving philosophy of international humanism. In Chambly the teachers had been handpicked, and as Brossard (2010) describes "our real job at the school was to make it all fly ... a lot of people had put a great effort into thinking about what they wanted in theory, they had been to conferences here and in Europe, but we had to make it work day after day."

There was much trial and error. "We took a philosophy (the little red book of ISA) and turned it into a curriculum we could reproduce, and we built a team of teachers that were ready to create, at all costs, a model of success. We believed so strongly in it that specifics didn't really matter" (Brossard 2010).

According to Miriam Murphy, one of the original teachers, the contribution of the first school directors cannot be overlooked. She remembers Paquet, the first director, writing letters of thanks to each of the 24 teachers who participated in the first year, and his exhortation "that we must give the best of ourselves so that our youth will know that there are new meanings yet to discover" (Murphy 2010).

## The Quebec influence

With Chambly leading the way, other school boards in Quebec became interested in the project and "it soon became evident that they needed to coordinate their activities to maintain the standards set by ISA and Chambly" (L'Espérance 2001). This led to the formation in 1989 of La Société des écoles d'éducation internationale, now known as Société des écoles du monde du Baccalauréat International du Québec. "Its purpose was to undertake the cooperative pedagogy of the ISA curriculum" (L'Espérance 2001). Over the next three years, this group grew to an association of over 20 schools.

The abundance of material that resulted from the ability of the schools to share and build the curriculum, “helped the programme to succeed long enough to be adopted by the IB” (Brossard 2010). Seen from the outside, the early success was in the methodology. “We were teaching students to become better managers of their own learning. And local colleges clearly reported that the students had been given a head start over their peers.” (Lewin 2010)

Since the earliest days of MYP thinking, learning to learn had been at the heart of the vision. The first thorough definition of it emerged during this time of development in Quebec. Jacques Robitaille, a French Canadian pedagogical consultant, was given the assignment to write an ATL book by the school board of Chambly. They needed such a book because of their deep involvement in what was going to be the MYP. Robitaille wrote a methodology in seven parts and he called it *La méthodologie du travail intellectuel* (the methodology of intellectual work). The seven parts of ATL as defined by Robitaille (1988) were as follows.

1. Getting organized—planning your time
2. Taking a course—listening and taking notes; identifying digressions in a presentation
3. Learning—analysing and reviewing text; synthesizing; memorizing; improving vocabulary; problem-solving
4. Taking an exam—answering questions; planning time
5. Doing research—structure of periodicals; writing a research paper
6. Communicating research results—quotations and references; creating a poster
7. Participating in a meeting—positive discussion; understanding your style of participation

The book was later translated into English by the Canadians and renamed *The Tool Kit*. The book was well received around other Canadian provinces and then Robitaille presented his book at an ISA conference in Geneva in the early 1990s. The work of Tristian Stobie on ATL during the 1990s was in pulling together the work of Robitaille and others and presenting it in a coherent package.

Right from the first year, teachers at Chambly were required to present project work they were doing in relation to the areas of interaction. “While we had no guides at the time, we certainly had a lot of spirit, and the work produced really showed the importance of areas like the environment in the students learning experience. [...] The areas of interaction we see today were quite there already from the start” (Brossard 2010). However, the main focus was on methodology, community service and the environment. It was not until the guides were published that *homo faber*, considered a little abstract, and health and social education became more integrated. “We (initially) worked on enrichment projects and activities in these areas, and the whole idea of interdisciplinary projects came later” (Brossard 2010).

Of course, the Quebec schools, while they were acknowledged to be driving the development of ISAC (Davis 2010), were not the only schools to be actively contributing. St Catherine’s in Buenos Aires was also generating its own dynamic but without the proximity of other schools to share and generate ideas and curriculum development.

... there was still the problem of communication with the other pilot schools. There was no fax, only telex, and so schools kept in contact by mail and it took weeks to get an answer to our queries. However, they all managed to share their experiences, which was very profitable.

Manzitti (2001)

There were numerous meetings on both sides of the Atlantic for collegial sharing, and deliberation as a curriculum “to provide a middle school education that would dovetail directly into the Diploma Programme” began to emerge from the provisional ISA document. For some, the most significant meetings were held at Cévenol, France, in 1988, where at a plenary session, “Gérard Renaud and Robert Belle-Isle ... made the objectives clear when presenting the new conceptual diagram of the ISAC: the mandate was to build a

concrete curriculum around the model that would allow flexibility with the subject area, while maintain a global approach that will foster international humanism” (Murphy 2010).



*Robert Belle-Isle*

Sadly, this meeting was one of Belle-Isle’s last public appearances before he died later in the year. A central part of his legacy was the belief in “building public schools that put international humanism above specific academic elements, while still ensuring that schools delivered a strong academic programme well supported by the ‘approaches to learning’” (Murphy 2010).

When the pilot schools did get together there were understandably intense debates, particularly on approaches to learning, and assessment. Since the Wellesley conference in 1985, there had been an increasingly coherent focus on subject development and the fiercest debates in those early years were on assessment. The international schools leaned to a greater range and flexibility of approaches, while the schools in the national systems tended to be more constrained in part by the more centralized and rigid systems of which they were part. This generally resulted in the recognition that although there were many ways to arrive at learning goals, there did need to be the evidence of outcomes (Davis 2010).

During the earliest days of thinking about a middle years curriculum an independent project inspired by the extended essay had always been envisaged. The ISA governing board made specific statements on the project for the first time at the Eerde meeting of March 1989: “ISA would establish a jury responsible for the student’s work, including in particular a 2,000 word essay or report showing personal involvement and research ability related to either the integrative elements of the programme or international awareness” (de Haas 2010). De Haas was very involved at the time and commenting on this development reflected that they “wanted students to be able to apply what they had learned about the interconnections of the different subjects and areas of interaction” (de Haas 2010).

Further definition of the ISAC came in 1989 from Renaud, who developed the discussion of interdisciplinarity with comments that are clear forerunners of the *MYP guide to interdisciplinary teaching and learning* (2010) and show how Renaud and his colleagues were developing cutting-edge theories for education.

Interdisciplinarity is excellent if it is firmly rooted in disciplinarity. Each subject is not an end in itself but it must be an efficient tool. We must keep its identity and especially its own methodology. Only on that basis will we be able to construct a serious interdisciplinarity. Otherwise we will lead our students to mental confusion and superficial surveys.

ISA (1991: 7)

# IB takes over ISAC: 1990–1997

## Programme developments: From ISAC to MYP

ISA published a re-edited version of the 1987 red book in 1991, the *ISAC Programme of International Secondary Education 11–16 years*. The red book states: “Schools preparing for the IB are becoming more and more aware of the need for a ‘pre-IB’ course. Such a course had to be designed with the same educational philosophy in mind, and it had to prepare students adequately for the final stage” (ISA 1991: 4–5).

It was in the red book of 1991 that Gérard Renaud started to flesh out the precise thinking of what the programme model would represent. This included the idea of three areas of interaction (*homo faber*, health and social education and environment) in addition to ATL and community and service. The development of ISAC was guided by three major themes: global awareness, communication and intercultural awareness. Global education is explained with reference to the developing programme model (see appendix), a polygon with circles inside.

The three concentric zones in the centre of the polygon comprise the basic elements of the curriculum. It is through them that the actual subjects—those occupying the angles of the polygon—make real sense. “Approaches to learning” is the first step by which teachers instil into their students a methodical way of working ... it will be an introduction to the Theory of Knowledge. Community Service is an essential part of the educational philosophy of ISA. The adolescent must discover the social reality of his environment, as much inside as outside the school, and gain a sense of responsibility. He will develop his personality through his experience of community service.

The three themes of the outer concentric zone: health and social education, the environment and “*homo faber*” are closely linked. These basic elements found in the three concentric zones are called “areas of interaction”. They are not extra subjects ... they should be integrated into subjects. “Approaches to learning” involves all teachers, and community service involves many of them. If that is the case, then the other three areas of interaction will overlap as they are intended to, with the cooperation of the teachers. The subject of the environment should be integrated not only into both geography and biology, but could also, for example, influence the choice of texts to be studied in languages. Health and social education, and “*homo faber*” should be integrated in the same way.

The educational philosophy of the programme was further clarified by Renaud in the 1991 version of the “red book”: “The responsibility of educators is no longer just to prepare good mathematicians, good biologists or good historians. The mission of schools is to prepare young people—the decision makers of tomorrow—to live in a complex multicultural society undergoing a process of rapid change and opening up a new world. Of course the cognitive component of an educational system is fundamental for the acquisition of intellectual and professional skills. Even more important is the acquisition of attitudes in the learning process in a context of cultural exchanges.”

At the IB Diploma level, the constraints of the forthcoming examination, depending in turn on university requirements, impose serious limitations on the implementation of the curriculum which would really correspond to the philosophy of an international system of education. The age group for which the ISA curriculum has been developed is certainly more appropriate to that purpose since the perspective of an examination is remote enough to allow more freedom to schools and teachers.

ISA (1991: 8–9)

Amusingly, Phil Thomas (2010) recalls that the original plan for the programme model was for eight subject areas, with three areas of interaction plus learning to learn and community service. Thomas believes it became five areas of interaction owing to an artistic error in designing the model poster. The thinking was that learning to learn is crucial to the programme so should be throughout everything, not only used from time to time like an area of interaction. He explains that community service as influenced by the ideas of Kurt Hahn, for character development, was never supposed to be an area of interaction as it is extra, not throughout the programme.

Fred de Haas (2010) commented that the independent project idea was still central to thinking, and showed a move towards the use of the title “personal project”. “We came up with the idea of the personal project because we wanted the students to be able to apply what they had learned about the interconnection of the different subjects and the areas of interaction. For example, they could do a personal project on arranged marriages in India by attaching it to one or more areas, for example health and social education and history.”

The term personal project was first adopted in the 1991 version of the ISA red book. In 1990 it was still an independent project. The red book describes the personal project as follows.

ISA places great importance on the appreciation of the whole of a student’s personality and potential as measured by means of a Personal project. This might take the form of an essay, an artistic production, etc. It should not concentrate on a single discipline but should harmonise with one or more of the areas of interaction and demonstrate approaches to learning. The choice of subject or field should be made in consultation with one or more teachers, who will also be responsible for supervising the project’s execution as per ISA directives. Whatever the project’s nature, it must be accompanied by a document in which the students describe their approach and the method they have followed. The completed project will then be discussed between the student and a team of assessors. The team will thus be able to note certain personal qualities in the student: an enquiring and thoughtful mind, logic, creativity, and an ability to link different subjects.

ISA (1991: 19)

The first MYP *Personal project guide* was published in January 1995 and contained a detailed example of a personal project focusing on an Indian arranged marriage.

## Organizational change: From ISA to IB

During the late 1980s the strong local Dutch association of international schools would meet, share ideas and debate various issues such as the adequate preparation for the Diploma Programme. At this time much debate centred on IGCSE versus ISAC. Around 1990, these meetings involved ISA and de Haas with teachers from International School of Amsterdam and Het Rijnlands Lyceum. The debate had a powerful influence on the importance of a “linking continuum” towards a Baccalaureate approach to education.

At the 1988 IB Heads Standing Conference, held in Geneva, Renaud and Belle-Isle gave a workshop on ISAC for IB heads and informed them of the pilot programme underway with Chambly, Het Rijnlands Lyceum and St Catherine’s. Thomas, who was the rapporteur, records Roger Peel, the IB director general, commenting at that time that historically the IB had taken the view that they should concentrate on getting the curriculum and assessment procedures for the Diploma Programme as good as possible. However, given the inconclusiveness of the ISA–ECIS–IB meeting in November 1987, the time had come for the IB to take a more active role and Peel invited reactions from schools on this issue, which he felt needed an imaginative response (Thomas 2010).

The following year at the ECIS Spring Conference, in Monaco, Malcolm Davis recalls Jeff Thompson and Clive Carthew from the IB appearing at an ISAC meeting, in order to become more familiar with developments

(Davis 2010). The momentum for a change from an ISA to IB middle years was getting underway. A possible merger with ISA was discussed in October 1990, with Peel reporting to the IB Executive Committee regarding the ISAC for middle years. The Executive Committee agreed to explore further collaboration with ISA in November of that year.

The Diploma Programme had developed from the previous work of ISA in the 1960s. In that case ISA had handed it over to the IB because it was so dependent upon the goodwill of volunteers, with idealistic determination but little by way of logistical and organizational support. History repeated itself in the early 1990s as ISA looked to the IB as the development of ISAC became too demanding. It is important to recognize the role of the organizers on the ISA governing board behind this push, especially Bernard Ivaldi, director general of Ecolint and ISA chairman, Roger Hollard, head of Collège Cévenol, Alphonse Pundzius from Chambly school board, Quebec, Bert Timmermans and not least the persuasive powers of Michael Maybury, who as well as being on the ISA governing board also chaired the IB Heads Standing Conference, and thus had a close interface with Peel (Timmermans 2010).

The director general's report to the Executive Committee in March 1991 refers to a meeting with IB representatives (Peel, Carthew, Thompson) in the Geneva office, with five members of the ISA Curriculum Committee (Davis, de Haas, Ivaldi, Hollard, and Renaud) and Maybury, now the executive secretary of ECIS.

The general reaction of IB members was that the ISA programme is impressive, well thought out and indeed appropriate as a pre-IB [Diploma Programme] course of study ... I stressed, however, that we would never require it since this would disenfranchise the UWCs [United World Colleges] and many other IB schools.

In the meantime, I agreed that the IB would offer its expertise in assessment (Carthew/Thompson) to advise ISA on an ad hoc basis as they prepare to moderate the internal assessment of the first ISA school to reach the examination stage in the spring of this year. More schools will have candidates in 1992, although I was careful not to extend our offer beyond the initial stage at this point.

IB (1991: 2.3)

After the initial meeting in Geneva, a similar group met in Valbonne with a focus on assessment in the course as agreed at the first meeting. Thompson and Carthew gave presentations to Davis, de Haas and Renaud, which led to discussion of the most appropriate forms of assessment. According to Thompson (2010), the issue of continuity with the Diploma Programme came up but was discounted, as the MYP should have its own integrity and philosophy. The philosophical approach that was decided upon for the programme lent itself more to continuous teacher assessment than to terminal examinations.

By June 1991, the Executive Committee confirmed its willingness to have the IB assume responsibility for the programme if ISA and the schools already involved supported such a move. It was agreed that the programme would have to be self-financed and operate within the existing IB governance framework. At this time, pressure was growing on the IB leadership owing to the success of the Diploma Programme, with schools asking for a continuum of education. The tensions at that time were around assessment and continuity—should the MYP lead into the Diploma Programme, or should it be a separate programme with its own integrity?

After a further year of investigation and discussions, the minutes of the IB Executive Committee meeting of June 1992 demonstrate some progress and state that the “middle years involvement was the next logical step in the further development of the IB mandate. What we need now is another formal document of understanding with ISA in order to avoid any misinterpretation of our responsibility and theirs in the future.” The minutes of the Executive Committee meeting in May 1993 show that although progress was slow, the IB was ready to adopt the programme. “The president had ... [participated] in a meeting held on 27 May to discuss the issues of articulation and interfacing between the ISCP [International Schools' Curriculum Project, which was later to become the Primary Years Programme], the Middle Years and the IB curricula” (IB 1993: 4).

After agreement in 1992, the ISAC was officially adopted by the IB in 1994 and became the MYP. According to Ian Hill (2003a: 243), the IB authorized the first 15 MYP schools in 1994. Up until this point, ISA had been authorizing and evaluating schools for some time. Schools were evaluated annually through school visits that included student interviews to discuss community service and other projects. This was the early days of student certification, and 1994 was the final year in which ISA certificates were issued to students. Those first 15 schools were retroactively authorized, having already been authorized by ISA, which was now rubber-stamped by the IB.

*IB expenditure and fees* (May 1994) stated: “It is two years since the [IB] took responsibility for the future development and management of the ISAC, now renamed the MYP of the [IB].” After an audit of the programme, a series of actions were recommended and included:

- the establishment of subject committees leading to the publication of subject area guides
- the preparation of a model of internal assessment based on external moderation
- the appointment of a dedicated MYP manager
- the establishment of an MYP steering committee to oversee continuing development.

That committee held its first meeting in Cardiff in January 1994.

## MYP’s struggling early days in the IB

It is interesting to look at the recollections of key people who were involved in the very early days after the IB adopted the MYP.

...it all started for me with a trip to Malta in 1995 for the first of the MYP workshops. Fred de Haas had some semi-official role in those days and held the whole thing together until Monique Conn was appointed. He was always enormously helpful and very teacher and student centred. I remember often contacting him for guidance, and also the reverse. The truth was that in those days there were many uncertainties about procedures and some improvisation. The teachers from IS Amsterdam and Rijnlands were influential as they had been involved in the original ISA project, especially Tristian Stobie.

Armstrong (2008)

Tristian Stobie had a major impact on the early thinking of the MYP, in particular with his thinking on the development of approaches to learning skills, community service and creative teacher professionalism.

I was first involved in 1989–1990 when it was ISAC and I was at Vienna International School with Malcolm Davis and Caroline Ellwood. I helped develop the original community service component incorporating the concept of challenge education. Ultimately, at the most profound level, the MYP is about school improvement. The areas of interaction, together with the expectation of building interdisciplinary bridges between different disciplines in students’ minds, requires creative teacher professionalism of the highest order. This in turn requires schools to develop management structures, professional development opportunities and practices that support the creation of a professional learning community.

Stobie (2009)

The MYP was in danger of not developing further during the mid-1990s with little investment in personnel or other resources by the IB. Monique Conn became the first MYP manager at the IB Curriculum and Assessment Centre (IBCA) as late as 1997. She had first come across ISAC in 1988 while teaching in Quebec. Conn said that “the principles of the curriculum appealed to me so I became involved in developing aspects of it before actually joining the IB” (Conn 2008). When the IB adopted the MYP in 1994 it invited teachers

from four schools to develop subject guides. This included Conn who worked on the personal project, areas of interaction and language B guides. Conn was employed for six months in 1995 as a curriculum assistant, the only person employed by the IB until 1997 to develop the programme. At this time, de Haas was employed by the IB to promote the MYP as curriculum support officer. Maggie McGuire was employed by IB North America from 1996 to promote the programme in North America.

The collaborative development of the MYP required input from a range of quarters. Andy Williams joined the IB in 1993 as a subject area manager for sciences and design technology in the Diploma Programme. He recalls meeting with Conn and de Haas during the mid-1990s to carry out MYP development work. “It was at this time it was becoming very clear that the MYP infant might die simply due to the lack of a real strategic plan and dearth of resources. Whenever I participated in workshops and conferences this was a major talking point among teachers and representatives from IBCA” (Williams 2010).

The focus of the MYP team at Cardiff during 1994–1995 was to produce a set of curriculum support materials that reflected practice at that time. A number of meetings were held and the product of each was a single item of curriculum support. Guides for the personal project, the areas of interaction and implementing the programme (written by de Haas) were produced in addition to subject guides. Lesson plans were collected but a shortage of human resources halted the development of that project.

Williams worked with de Haas in reviewing the first draft guides in technology and the sciences. They tried to rationalize the approach of technology and sciences and see it as part of the continuum towards the Diploma Programme. Design technology in the Diploma Programme became a full member of the group 4 sciences thereby raising its profile and that of technology in the MYP. The place of technology also highlighted the issues involved with moving from an octagon to a hexagon.

It was during 1998 that the notion of common threads linking the Primary Years Programme (PYP), the MYP and the Diploma Programme was conceived. Jennifer Giddings became head of PYP in 1998. Conn, Williams and Giddings were passionate believers in putting the learner at the centre of the programmes and met to develop a triptych that had common threads running through each of the three programmes. Each third of the triptych was devoted respectively to PYP, MYP and the Diploma Programme. Unfortunately, this was not taken further until Judith Fabian realized it in the form of the IB learner profile in 2005.

The future of MYP was very uncertain during 1993–1995. Williams and other Diploma Programme subject area managers supported de Haas and Conn, and if they had not, then the path may have been different. It seems that little thought had gone into either a business or strategic plan when adopting the MYP. It may be because the Diploma Programme was increasing exponentially and curriculum development in the programme was rolling out that human resources were stretched to the limit.

Philosophically the MYP was such a powerful magnet that the IB had to adopt it, but essentially it was not really prepared to take it on. It needed George Walker in his role as director general from 1999 to begin to get the house in order.

## Theoretical influences on the MYP

Conn was heavily influenced at that time by the research being conducted by the early pioneers of the PYP, which was taken on by the IB in 1997. The thinking on inquiry-based learning had a strong influence on Conn and the direction of the MYP.

The major research influence at this stage was *A Middle School Curriculum: From Rhetoric to Reality* by James Beane (1993). MYP students are at an important age of transition, of personal, social, physical and intellectual development, of uncertainty and questioning, of searching for relevance and meaning. The programme was devised to help students develop the knowledge, attitudes and skills they need to participate actively and responsibly in a changing and increasingly interrelated world. This implies a “living curriculum” (Beane 1993:

60), one that calls for more than “knowing”: it involves reflective thinking, both critical and creative, about ideas and behaviours. It includes problem solving and analysis, clarification and discussion of personal beliefs and standards on which decisions are made. It also leads to critical thinking and action.

A great influence on PYP and MYP were the four priorities of an effective school from *The basic school: A community for learning* (Boyer 1995)—community, curriculum coherence, climate and character. This led to Conn investigating ways in which the MYP could develop and incorporate aspects of how people relate to one another; what students should learn; strategies for effective teaching and learning; and how school experiences can shape the ethical and moral lives of children.

The concurrent development of PYP and MYP helped each programme. The challenges of curriculum design and the iterative and collaborative processes were shared by Conn and Giddings. As Giddings (2010) explained, “In 1998, I spent six weeks at home in my house, the rest was spent travelling around the world with Monique! That is my enduring image. We had desks right next to each other while working as MYP and PYP managers. We sat on each other’s programme committees, which was invaluable in order to learn about the similarities and differences of the two programmes.”

The thinking of the IB in the 1960s and 1970s was heavily influenced by new process-driven constructivist approaches to curriculum. The ideas of Philip Phenix (*Realms of Meaning: A Philosophy of the Curriculum for General Education*, 1964) and Paul Heywood Hirst and Richard Stanley Peters (*The Logic of Education*, 1970) were influential in the development of the Diploma Programme from 1968. The director general of that time, Alec Peterson, in 1966 said: “What matters is not the absorption and regurgitation either of fact or of predigested interpretations of facts, but the development of powers of the mind or ways of thinking which can be applied to new situations and new presentations of facts as they arise” (Peterson 2003). By the late 1980s it was widely accepted that students construct knowledge based on their existing models so that understanding evolves through inquiry.

# Middle Years Programme: 1997–2000

## Curriculum development

The priorities for Monique Conn on starting her role as MYP manager in January 1997 were to organize guide-writing meetings for humanities, the personal project, sciences and technology. The guides would be in two volumes. The first volume would deal with objectives, general planning, assessment criteria and guidelines, while the second one would contain exemplar materials such as sample lessons and syllabuses, and would be ready after volume 1. It was recognized that areas of interaction should be included in each guide and that this might help teachers to incorporate them to a greater extent, including being written into the assessment criteria. The curriculum reviews of arts, language B and mathematics were to start in 1998, and physical education in 2000. Conn wrote the first MYP *Coordinator's handbook* in the summer of 1997. The emphasis in the first *Personal project guide* was that students should choose projects close to their hearts and reflect their experiences of the areas of interaction.



*Monique Conn*

Schools were starting to show great interest in the MYP by 1996–1997. Marcela Bidegain (2009) was involved from that time as a teacher in Argentina and feels that schools were “looking for a better preparation for the Diploma Programme. I noticed that achievement levels in the diploma increased once students had been able to experience the MYP first. I have always enjoyed the flexibility that allows me to respond to changing conditions or events and to be able to focus on the students and not exams, the MYP pedagogy is the most interesting area for me.”

Rick Armstrong (2008) was involved in this sciences review.

... a very passionate group, many deep philosophical discussions, many big questions for the IB to face, particularly the issue as to whether to define a syllabus or not, how to meet the needs of all educational cultures, and how much to expect from schools in relation to the assessment criteria. After much debate the concept of a very flexible “framework” for sciences emerged, which went on to influence other subjects. I think Monique learnt a lot very quickly from us, and impressively very quickly provided the necessary direction for us.

The programme was lacking definition after the three years with limited leadership and direction. It wasn't clear what impact MYP could have on schools. There was no assessment model and beyond a basic philosophy schools had trouble in identifying what to teach and what it meant to be an MYP school. In 1997, it was agreed that the MYP should be a five-year programme, and that offering a four-year programme should be seen as the exception, so long as students can work towards the final year objectives in four years. It was also agreed that the IB could not produce materials for every language in which the MYP is taught. Due to strong interest in the programme in the Asia-Pacific region, it was decided that guides would also be translated into Chinese, in addition to English, French and Spanish. Translation into Arabic was discussed but left to be addressed in the future.

At this time, the first volume of subject guides was published in June 1997 in English. The second volume would come later after moderation samples had been examined, and then the French and Spanish versions of volume 1 were published in December. By 2002, all guides had been translated into Chinese.

In further defining the requirements of the programme, a minimum of 50 teaching hours per year for each subject group was recommended in June 1997. It was also agreed that in order for a school to be authorized each school must offer the whole programme to at least one group of students. This point would be a recurring theme through the 2000s, concerning the belief that the MYP is an inclusive programme, and working with schools authorized in the 1990s with cohorts rather than all students participating in the MYP. Incidentally, in 1998 the IB stated that all schools are expected to use the MYP assessment criteria. This was an important action in terms of the credibility of the programme as having international consistency of standards, and for the future development of moderation.

As part of the IB's aim to develop internationally minded people, the three programmes include the learning of more than one language for all students. This is based on the idea that neither language nor thought can be developed in isolation from each other. In learning at least two languages, a student is gaining diverse perspectives of the world and consequently some intercultural awareness and understanding. The MYP not only provides opportunities for students to learn two languages or more, but in keeping with the findings of research, it has promoted mother-tongue development as being essential for the cognitive as well as the social and emotional well-being of each student. Consequently all languages are valued.

Such thinking led to debate about the possible inclusion of classical languages in the MYP model and their relevance with respect to the aims of the programme. Their inclusion was discussed in 1998. It was decided that schools could offer classical languages but not at the expense of modern languages, so that an MYP language B must be a modern language. It was felt that classical languages could not replace modern languages as the aims and objectives of such languages are different and that a modern language is essential for the MYP age-group in an internationally minded programme. However, from 2010 students will be able to certify in classical languages as a third language, in addition to a modern language and not replacing it.

Conn facilitated the writing of each guide with teachers, and all MYP documentation, working with a small team with administrative assistance. In 1998, the MYP employed two curriculum and assessment managers. Tim Cunningham was responsible for sciences, mathematics, technology and the arts. David Chivers was responsible for language A, language B, physical education and humanities. Conn looked after the personal project. In addition, Amanda Barrell was the MYP assessment administration manager working under George Pook, the assessment director.

The first *Implementation and development of the programme guide* was published in 2000. This was eventually subsumed into *MYP: From principles into practice* in 2008. A key development in 2000 was the conversion of the old volume 2 guides into teacher support materials. This work was carried out by the curriculum and assessment managers and started with sciences and humanities showing assessed student work.

## Moderation

In the first few years while Fred de Haas was still the curriculum support officer, Ian Walker was the assessment director. He combined MYP and Diploma Programme assessment and was the first to design a moderation plan for the MYP. He worked a little later with Conn on the materials schools had to send in for moderation. During those very early years after the IB adopted the MYP, there were no criteria of assessment. Schools would produce work according to their interpretation of the subject guides, and then send work to the IB for moderation. When Pook became assessment director in September 1996 he made it clear that the MYP needed staffing and an assessment model. “Up till this point schools were teaching whatever they wished and then sending work for moderation. The MYP needed definition as it was a set of broad ideas and principles that were cloudy” (Pook 2009).

A need for a clearly defined moderation process and the creation of assessment criteria was clear. Therefore, Pook developed the assessment model that is still in place today. This model involved the use of generic assessment criteria that were able to accommodate a variability of content. The model needed to fit the flexibility of the programme with little defined content. In time, the moderation process was designed in order to validate whether or not the schools were successfully using the criteria.

Moderation meetings in May 1997 held in Cardiff doubled up as guide-writing meetings with the same people being involved in both. At this time, 19 schools were being moderated, with a total of 1,300 candidates. Quebec accounted for 14 of those schools, including 12 French-speaking schools. Schools were asked to send samples of work across grade levels for history, the personal project and the sciences. These meetings were largely held to determine if schools understood the criteria. For 1997, the subject grades would stand after moderation, with a view for 1998 to be the first year for applying moderation factors to a school’s predicted grades. This session of moderation gave a clear indication that schools needed a lot more advice on constructing samples and applying assessment criteria. Only one December session school was moderated in 1997.

Given that the need for advice had been identified, the idea of an assessment monitoring service was endorsed in 1998. This was to be by request and paid per subject for year 5 assessment only and contracted to moderators with no impact on grading and results.

As one of the first moderators, Armstrong has an interesting perspective on that experience.

I think I was involved in the first trial moderation. The first few years of moderation was a rapid learning curve for us all. There were enormous differences of opinions in how to interpret criteria level descriptors, whether all threads of a criterion needed to be addressed, and how to handle situations when the teacher had chosen some unsuitable tasks. I have always been of the opinion that the moderation process and subsequent feedback to schools has been the driving force behind improving standards in the MYP. Right from the beginning I think schools were given excellent advice on how to teach towards the criteria, and in many schools this represented an enormous challenge, particularly those schools with rather narrow national testing policies.

Armstrong (2008)

A pilot moderation was carried out in 1998 for history, the personal project and sciences using existing criteria until the publishing of new guides. A moderation factor was applied only in cases where schools were far too lenient or too strict. Moderators decided on grade boundaries to be published in the MYP

*Coordinators' handbook.* As guide-writing in arts, mathematics and language B was due to start in 1998, these three groups would be trial moderated in those later years.

The moderation process was managed by Barrell from 1999 and was progressing well in sciences, humanities and the personal project. Assessment criteria for arts, technology and mathematics were being revised so there was no moderation in these areas, and physical education was approaching trial moderation. The MYP team were considering how to address language A given the range of languages involved.

By 2000, all subject groups went through moderation. However, not all subjects received moderation factors. Grade boundaries were developed for mathematics, arts, language B and technology. The growing number of schools demanded the introduction of a new structure involving senior moderators leading teams of moderators.

# Middle Years Programme: 2001–2010

## Curriculum development

The MYP team continued to try to support schools in as many ways as possible. The teacher support materials (TSMs) for humanities and sciences were published in addition to online support materials for technology and the personal project. In order to try to help schools understand the changing nature of subject guides, the MYP team began discussing the need for a clear curriculum review cycle, with a review and development cycle of two years being proposed. Later in 2001 it was accepted that the MYP would adopt a six-year review cycle.

Discussions in September 2001 centred on the programme model. It was recommended that the personal project should be placed at the centre of the curriculum (programme) model with the students, and that “community service” be changed to “community and service”. It was also suggested that short guiding questions should follow each of the area of interaction’s headings in guides.

As part of a drive for increased global consistency of authorized MYP schools, 10 proposed standards for programme evaluation were introduced in April 2002. The standards became part of the self-study questionnaire and were trialled in schools for one year after publication. The standards would be measured against a modified two-point scale: requires significant attention; shows satisfactory development. These standards were incorporated into the MYP *Coordinator’s handbook* for 2002–2003. The revised document *Standards and practices* of 2010 sees the biggest change since its inception.

In 2002, Monique Conn became the head of programme division at IBCA with an overview of all three IB programmes while David Chivers took over the role of head of MYP. Conn became academic director in 2004 before leaving the IB in 2007 to take up a role as academic director at the Aga Khan Foundation Network based in Paris. Her impact on the MYP today cannot be understated in her early modelling of the programme with George Pook. With Tim Cunningham leaving in 2001 and Chivers’ new role as head of MYP, two new curriculum and assessment managers were appointed in 2003. Veronica Illa took responsibility for mathematics, sciences, technology and arts. Shani Sniedze-Gregory was responsible for language A, language B, physical education and humanities. Chivers took responsibility for the personal project and the whole programme documentation.



Veronica Illa

By this stage it was becoming clear that although the MYP was proving popular with international schools and admired for the creativity offered to teachers, structures within the five-year programme were problematic.

One of the strengths of the MYP is that it provides a general framework and structure while at the same time liberating teachers from prescriptive curricular and summative assessment, thus allowing them to create challenging curriculums and new teaching methodologies.

Watts (2002: 16)

As interest in the MYP grew within national systems, problems were identified regarding the length of the programme in relation to school structures and the ability of schools in some systems to offer the whole programme in each year. So in October 2002 it was decided to accept a proposal on curricular flexibility. This was for the final two years of the programme whereby in years 4 and/or 5, schools may offer a programme that does not include all eight subject groups in both years.

This was followed by discussion in April 2003 on programme flexibility and the desire to make the MYP more inclusive. As a result, programme flexibility was introduced so that programmes that ran for two, three or four years could be authorized so long as there was no gap between IB programmes within a school. It was at this time that genuine discussions started to take place in identifying what was meant by a continuum of IB education. The three programmes were developed separately and were usually stand-alone in schools.

The IB took a step forward in trying to start to articulate the three programmes in November 2004 by adopting the PYP student profile as a framework and renaming it the IB learner profile. The profile was thought to describe the attributes that an IB education should foster. The head of programme development, Judith Fabian, introduced the learner profile to the MYP committee in March 2005. "The introduction of the IB learner profile into the MYP was seen as a natural progression. It supported the holistic nature of the programme and strengthened its coherence" (Fabian 2009).

With an increased desire to help schools in transitioning students between programmes, the MYP curriculum review cycle was altered again. In 2005, it was agreed that delaying the publication of guides so that the TSM came out at the same time as the guide would be the best way forward. This would give time for the new criteria to be tested and increase the authenticity of the guide. This would bring MYP in line with the Diploma Programme on a seven-year curriculum review cycle. This synchronicity proved to be an important step towards increased articulation between programmes.

The *Second-language acquisition and mother-tongue development* was published in January 2004 containing practical advice for schools. This was a vital step. Many schools had problems whereby they were forcing students to study both English A and English B with no mother-tongue programmes in place, and were confused as to why such students were not eligible for certification. By 2007–2008, when the same issue was raised again, schools were able to refer to this guide for advice or the newly published guide, *Learning in a language other than mother tongue* (2008).

Responding to the needs of schools in Australia, in 2008 the MYP piloted a revival languages guide written in order to support languages studied by MYP students that may be regenerating or reviving. This development has been designed with growth throughout other regions of the world in mind as the MYP looks to make clear its commitment to language development and support globally.

With growth in the programme, largely as a result of the programme flexibility option, there was an increased demand for a larger MYP staff in Cardiff. During 2006, Suzanne Rowlands became the curriculum and assessment manager for humanities, the personal project and arts. Illa kept responsibility for mathematics, sciences and technology, while Sniedze-Gregory stayed with language A, language B and physical education. Illa had a short period of time as acting head of MYP, and Sniedze-Gregory was acting head from June 2006 until July 2007.



*Andrew Mayes and Suzanne Rowlands*

The MYP assessment team reported directly to the assessment director from 2006, rather than the head of MYP. The MYP team expanded to include senior curriculum and workshop resource officers who would be responsible for developing TSMs and workshop pack materials for the online curriculum centre's workshop resource centre.

The MYP committee of 2006 made some recommendations that would have major impacts on the programme over the next few years. It was decided to merge the *Areas of interaction* and the *Implementation and development of the programme guides*. Additionally, the MYP team was charged with developing interim objectives for year 3.

By March 2007, the review of the *Areas of interaction* (2002) and the *Implementation and development of the programme guides* (2000) was well underway. Cunningham, the former curriculum and assessment manager, was given the task of merging the guides and developing the first MYP unit planner. This guide, *MYP: From principles into practice* (2008), would be the most important guide published by the MYP since the red book of 1987. The MYP committee gave clear direction to Cunningham, in that:

- the new guide must be very practical for all MYP teachers and must connect directly with their other documents
- there would be a slimming-down of the subject guides to complement the guide
- the new guide would not entail a radical change as the MYP is staying the same
- it should be a consolidation document and should guarantee more consistency of approach in regions.

The title of this merged guide was discussed with *Principles into practice; Making the MYP happen*; and *MYP into practice* as possibilities. The committee recommended that the planning process described in this new guide and contained in the planner should be mandated, but the template and format would not. The teams working on *MYP: From principles into practice* were guided by a number of pieces of research, including the following.

- Corson, D. 2001. *Language Diversity and Education*.
- Costa, A L and Kallick, B (editors). 2000. *Discovering and Exploring Habits of Mind*.
- Gardner, H. 1993. *Multiple Intelligences: The theory in practice*.
- Hayes Jacobs, H. 2004. *Getting Results with Curriculum Mapping*. Association for Supervision and Curriculum Development.

- Hayes Jacobs, H. 1997. *Mapping the Big Picture: Integrating curriculum and assessment K-12*. Association for Supervision and Curriculum Development.
- Hayes Jacobs, H. 1989. *Interdisciplinary Curriculum: Design and implementation*. Association for Supervision and Curriculum Development.
- Marzano, R. 2000. *Transforming Classroom Grading*. Association for Supervision and Curriculum Development.
- Perkins, D. 1995. *Outsmarting IQ: The emerging science of learnable intelligence*.
- Wiggins, G and McTighe, J. 1998. *Understanding by Design*.

New theories impacting on the developers of the MYP at this stage included: backward design (Wiggins and McTighe); multiple intelligences (Gardner); thinking skills (Perkins); the role of language as instrumental to learning and constructing meaning; assessment for learning (Jacobs); project-based assessments (Marzano); and teaching of thinking skills (Costa).

Since 2008, the MYP thinking in the area of developing significant concepts has been strongly influenced by: Erickson, H L. 2002. *Concept-based curriculum and instruction: teaching beyond the facts*.

Teachers enjoyed the flexibility offered by the MYP and the way in which authentic assessment was supported by the MYP.

I have taught science as part of both IGCSE and the MYP. The MYP allows me to teach real science in a rigorous but authentic way. It allows me to explore science that is of interest to the students and make it meaningful and relevant. I am not driven to cover a content syllabus that I find myself rushing through in the last months just so the students can pass an exam. The assessment criteria are challenging and more aligned to activities that students will have to employ in their future careers. Not many jobs entail passing exams on a regular basis. However, they do require people to put together reports, presentations and 3D designs and collaborate with others. These are the skills the MYP assesses.

Webster (2008: 5)

For the sake of clarity and understanding, a decision was made to remove Latin terms from all IB programmes. Therefore, the term *homo faber* needed to be replaced. A range of names were discussed and schools were invited to contribute alternatives, bearing in mind that the replacement term needed to be an effective encapsulation of the concept of *homo faber*. It was decided that the term “human ingenuity” would replace *homo faber* from the publication of the new merged guide.

From the very beginning of its development, the MYP had been designed as a disciplinary programme, but with direction to teachers to seek interdisciplinary relationships through the areas of interaction. In the very beginning of its existence the MYP had been criticised in some quarters for the interdisciplinary nature of the programme and the perceived subsequent lack of disciplinary rigour in comparison to the IGCSE. However, those schools began to understand the MYP philosophy, and to use the disciplines through the areas of interaction to develop interdisciplinarity. In 2006, the MYP team started collaborating with Harvard Project Zero in order to address misconceptions and to provide clear research-based guidance. Veronica Boix-Mansilla authored *MYP: A guide to interdisciplinary teaching and learning in the MYP*. She had access to outstanding work in MYP schools and used case study examples as part of the guide published in May 2010.

A major talking point in 2007 was the issue of whole schools versus “streams”. Widening access to IB programmes was one of the key goals of the IB strategic plan. Therefore, it was discussed how schools would be encouraged to widen access across programmes. If broad access to the MYP could not be implemented from the start of implementation, schools must have a plan to introduce it at the earliest opportunity.

It was noted that the quality of the programme would suffer if only a small number of students were in the MYP. Hence, endorsement was given to regional managers to **strongly encourage** schools to widen student access to the MYP so that all students in a school eligible to be MYP students should take the full MYP. Although not emphatically stating that all students in the school must participate in the MYP, this was a clear development from the statement of 1997 where at least one cohort must participate. However, in attempting to clarify the inclusive nature of the MYP, the term “strongly encourage” led to different interpretations between regions in authorizing schools.

Malcolm Nicolson was appointed as head of the MYP in August 2007. His first tasks were to ensure the smooth publication of *MYP: from principles into practice* and the interim objectives in August–September 2008. At this time work began on developing information on the MYP for universities and governments, as well as the early developments of MYP online workshops. Much of Nicolson’s work had to be focused on the MYP reputation within the IB community. A perception had developed in the IB school community that the MYP was the most difficult and complex programme to implement out of the three IB programmes. As a result growth in the MYP had slowed in comparison to the PYP and Diploma Programme. Additionally, the MYP was not self-funding, being kept afloat by the Diploma Programme due to poor decision-making in the 1990s when the MYP annual basic fee had been set without any financial modelling in addition to providing full programme documentation in Chinese for a very small number of schools.



*Malcolm Nicolson*

MYP schools saw massive percentage increases in annual fees in 2007, 2008 and 2009 in order to address this debt, and in addition during 2008 the MYP released its first commercial publication, a workbook aimed at year 1 MYP students introducing MYP concepts, called *MYP Interact*. Sales of *MYP Interact* soon outstripped initial projections and 20,000 copies had been sold within 16 months. Further MYP commercial publications have been developed and released since, including: areas of interaction posters; design cycle posters; *50 Excellent Personal Projects*; a series of interdisciplinary textbooks on global issues in conjunction with Oxford University Press; *MYP Assess*; and subject-based taskbanks.

Sniedze-Gregory left the MYP in 2008 to be replaced by Viki Rudez, who was in turn replaced in 2009 by Margareth Harris. Andrew Mayes joined the team as curriculum and assessment manager for mathematics and technology in 2009 with Illa remaining in charge of sciences. Mayes became the first cross-programme manager, when he became the assessment subject area manager for design technology in the Diploma Programme.

Since the early days of ISAC until the present day, the number of MYP schools has grown steadily. Close examination of the following figures shows the changing rates of growth across the IB world and the impact of programme flexibility on schools, particularly in the USA. This initiative allowed for middle schools ending at MYP year 3 to implement MYP, and the recent growth in the USA demonstrates the success of this initiative in broadening student access to the MYP.

Year	IBAEM	IBAP	IBLA	IBNA	TOTAL
1991	0	0	0	1	<b>1</b>
1992	1	0	0	1	<b>2</b>
1993	2	0	1	1	<b>4</b>
1994	7	0	2	7	<b>16</b>
1995	12	2	6	16	<b>36</b>
1996	20	15	7	29	<b>71</b>
1997	26	18	9	30	<b>83</b>
1998	34	20	10	56	<b>120</b>
1999	39	26	14	82	<b>161</b>
2000	46	27	19	109	<b>201</b>
2001	49	36	23	130	<b>238</b>
2002	57	49	20	162	<b>288</b>
2003	66	55	22	198	<b>341</b>
2004	76	81	27	232	<b>416</b>
2005	86	88	28	261	<b>463</b>
2006	93	94	35	286	<b>508</b>
2007	102	104	42	340	<b>588</b>
2008	112	108	44	412	<b>676</b>
2009	119	111	51	466	<b>747</b>

Table 1: MYP growth (1991–2009)

## Moderation

Rowlands took over the role of MYP assessment manager in 2001. The scope of the future regionalization of moderation was considered although it was felt that the process could not be completely regional as it might be difficult to maintain the common principles guiding the integrity of moderation. However, with the rate of growth in the moderation figures, the scale of the operation had to change.

- Several meetings had to take place in the subjects.
- Senior moderators were now needed to oversee the process, standardizing among themselves.
- Moderation meetings were chaired in the regions and reports were edited.
- New moderators were trained by senior moderators in their own regions.
- Cross-regional contact between senior moderators was seen as essential to ensure comparability.

Two senior moderators per subject group were appointed for 2002. Their role was to ensure the standardization process in the meetings and to review moderators' work. IBCA staff met with them the day before the moderation meetings. Moderation reports were emailed to schools for the first time, which made the process swifter.

Increasingly large moderation meetings held at IBCA were becoming difficult to manage by 2003. It was decided that in future, senior moderator meetings would take place in Cardiff with standardization meetings following in the regions. Additionally, the idea of random sampling of moderation samples was raised as a step in the direction toward quality control. However, it was believed that the system of random sampling already in place for the Diploma Programme was not possible for the MYP owing to the very late submission of marks because the distribution of marks is the key in such a process.

There were several key changes to the format of moderation meetings in 2004.

- There were four senior moderators per subject group.
- There was a meeting in Montreal for French-speaking moderators saving on travel costs and participants' time away from schools.
- Anglophone meetings were held in Cardiff.
- Separate meetings of senior moderators were held at IBCA in Cardiff.

The success of the Montreal meeting led to 2005 standardization meetings being held in Bangkok as well as in Montreal and Cardiff. St Dominic's School in Lisbon, Portugal became an additional venue in 2006, with Montreal, Lisbon and Singapore becoming the regular venues from 2007 onwards.

Colette Crosbie took the role of MYP assessment manager in 2005, replacing Rowlands who was seconded to the IBLA office in Buenos Aires for one year. With Pook leaving the IB in 2009, the management of the MYP assessment team once again passed from the assessment directorate to the MYP department.



*Colette Crosbie*

## How did the early thinking influence the current Middle Years Programme?

When the MYP was born in Africa in 1980, a set of clear principles was outlined. In 2008 *MYP: From principles into practice* was published, refocusing the MYP and reaffirming its philosophies and practices. How have the early principles developed over time?

1980 principles	1994 principles	2008 principles
Six subject areas	Eight subject areas	Eight subject areas
Ages 14–16	Ages 11–16	Ages 11–16
An independent project	Personal project	Personal project
Focus on concepts	Focus on skills and concepts	Focus on skills and concepts
Mix of external exams and coursework	Coursework with optional external moderation	Coursework with optional external moderation
Cultural, athletic or social service activities	Community service	Community and service AOI
Global needs	AOIs; global awareness; intercultural awareness; communication	Communication FC; technology within curriculum; human ingenuity AOI; environments AOI; intercultural awareness FC; international mindedness through learner profile attributes
Intellectual needs (application of knowledge and critical thinking)	All subjects areas and AOIs	All subjects areas and AOIs
Personal needs	Health and social education AOI	Health and social education AOI
Creative needs	Arts subject area; <i>homo faber</i> AOI	Arts subject area; human ingenuity AOI
Physical needs	PE subject area; health and social education AOI	PE subject area; health and social education AOI
Social needs	Health and social education AOI	Health and social education AOI
Learning how to learn	ATL AOI	ATL AOI
Holistic learning and interdisciplinary teaching and learning	Holistic learning FC and Interdisciplinary teaching and learning	Holistic learning FC and Interdisciplinary teaching and learning

FC—fundamental concept

AOI—area of interaction

**Table 2: MYP principles (1980–2008)**

## Middle Years Programme: 2010 onwards

Many of the challenges for the future are the same as those that have been identified throughout this brief history.

- More research is required into the efficacy of the programme.
- Curriculum development needs to be driven further by current research.
- Teachers require greater support from TSMs and the online curriculum centre through a wider and broader range of support materials.
- The transition between programmes needs further development.

After involvement for almost 15 years in the programme, Marcela Bidegain (2009) feels that the MYP is in a good state: “the last two years have been great. The unit planner is a great resource and *MYP: From principles into practice* gives a much better understanding of the position of the areas of interaction. The feedback provided for teachers by moderation is amazing, it improves classes.”

A survey of all MYP and Diploma Programme coordinators in schools with both programmes in September 2008 gave a clear sense of what makes the MYP so popular, with food for thought with regard to the future actions needed to further develop the programme.

When asked what policy decisions influenced the selection of the MYP, over 95% of coordinators identified the following: holistic approach; interdisciplinary teaching; MYP philosophy; breadth; pedagogical emphasis; flexibility in using the framework in course design; opportunities for teacher professional growth; and academic rigour. The challenges identified in order to facilitate the transition between the MYP and the Diploma Programme included a greater range of TSMs with example materials; greater government and university recognition; and harmonization of IB terminology. Less than a fifth of those responding wished to see external MYP exams or syllabus materials.

The lifeblood of British schools has become choked by a regime that frogmarches children through exam after exam, leaving them bereft of the skills they need to get on in the world and beyond the school gates. [...] So what? Well, for both teachers and students, it has meant that originality of thought, creativity, thinking skills and personal initiative have all been sacrificed on the altar of rote learning and instruction in how to pass exams. [...] [MYP] replaces academic sponginess with academic rigour. [...] the IB MYP restores trust to teachers and schools, giving them the freedom to develop their own courses and to decide what is best for their pupils—albeit according to the exacting standards of the IB.

Seldon (2009)

For the first time since developing the assessment model in the late 1990s, the MYP has been reviewing its assessment operations. In 2009 and 2010 structures were put in place to ensure that the moderation and monitoring of assessment processes were scalable for huge anticipated growth and an increased need for quality assurance. The emergence of new technological support will ensure that the MYP and the Diploma Programme use similar practices for assuring quality in schools and validating student grades. Moving towards compulsory moderation for all MYP schools with randomly sampled student work will be the focus after 2010.

As the IB restructures towards the expected growth for 2020, the MYP has a bright future ahead. Perceptions of being difficult to implement should lessen as *MYP: From principles into practice* is understood. Consistent global direction and approaches for professional development, authorization and evaluation and

programme recognition will enable the MYP to fulfill its clear promise. It is currently an adolescent child looking for answers and trying to better understand its place. As the programme emerges into adulthood it can look forward to a clear direction with well-understood philosophies and practices; greater university and government recognition; admiration for pedagogical approaches; and a valid and reliable process for external validation of grades.

In striving to improve, the IB must continue to develop its understanding of why schools adopt the MYP, while avoiding complacency and determining how to improve to meet the needs of MYP students and to be seen as a trend-setter in global education. Veronica Boix-Mansilla (2008) from Harvard Project Zero sees the MYP as a programme that is as relevant today as it was when it was first considered in the 1980s.

At the dawn of the 21st century the quality of an educational programme is to be judged not only by the professionalism of its instruction and the deep understanding it instils in its students but, quite importantly, by the relevance of what students learn. To meet the demands of contemporary societies wisely young people of today must become able to navigate growing international interdependence, participate actively in the local and global sphere, understand the environment and its sustainability, care for mind, body and well-being and become reflective learners in dynamic knowledge societies. Responding to these demands the MYP curricular model articulates a much needed bridge between what is typically learned in schools and the most pressing questions that concern our societies. Attentive to adolescents' development, the programme emphasizes rigorous learning in the disciplines and interdisciplinary synergy, inviting students to tackle relevant issues—from climate change to globalization—thus preparing them for the work of the next generation.

Boix-Mansilla (2008)

## Acknowledgments

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Phil Thomas and Fred de Haas have both been great helps and inspirations in writing this history. Not only were they a huge part of the history, but they graciously shared musings, ancient reports, fax copies, handwritten letters, original guides and memories. Thanks must also go to Allan Wilcox for the access to his extensive files on the ISA and IGCSE relationship 1985–87.

Louis Bouchard and Robert Vanier were instrumental in ensuring that the influential years of ISAC development in Quebec were suitably referenced. The influence of Robert Belle-Isle and the province of Quebec was highly significant.

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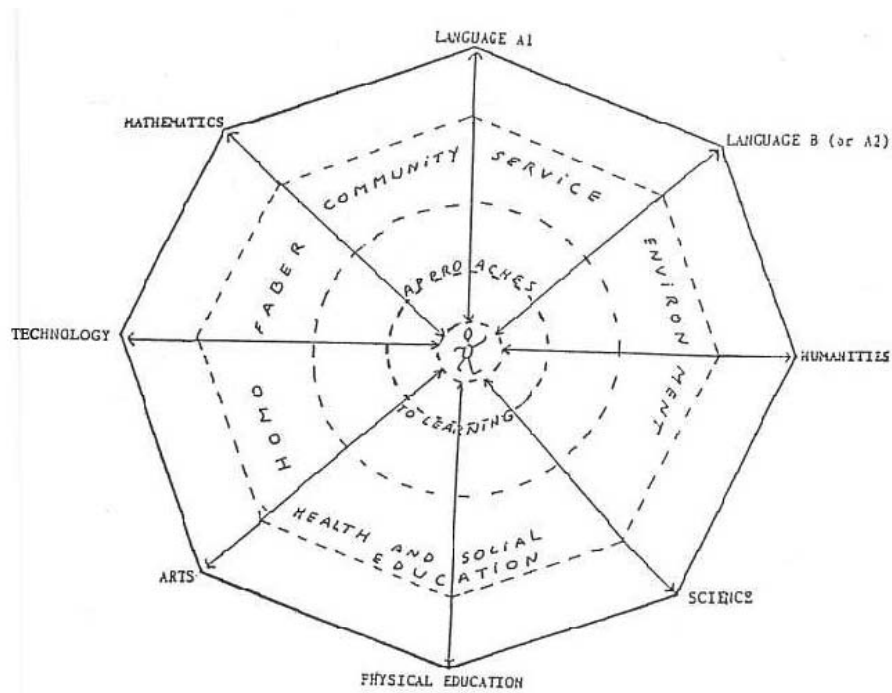
# Appendices

## MYP development staff

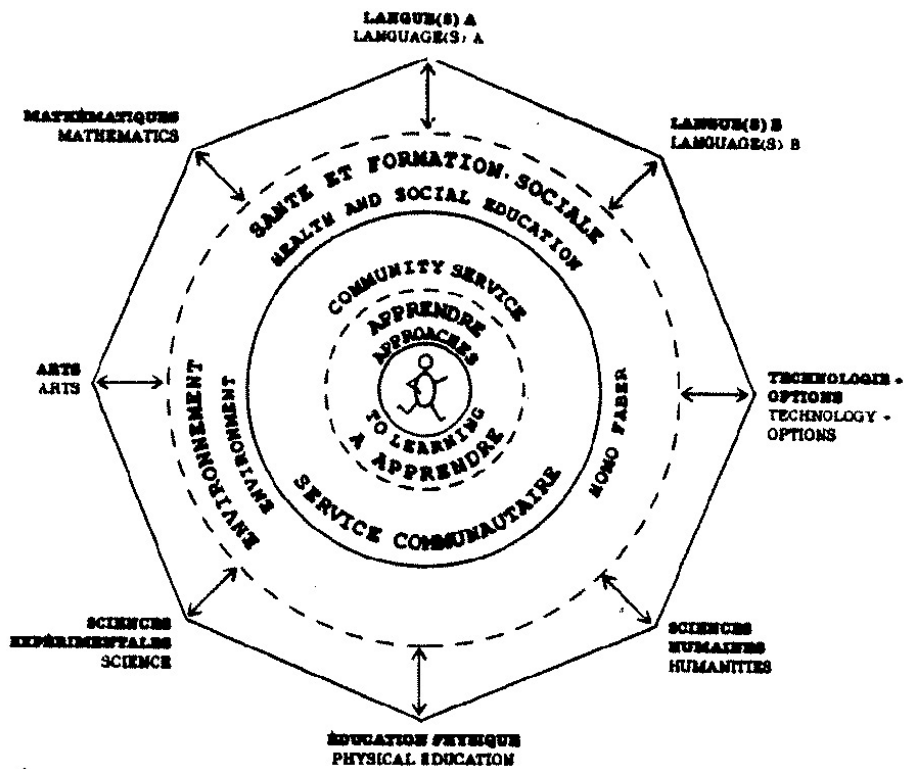
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Monique Conn (1997–2002)	Tim Cunningham (1998–2001)	Fang Shelly (2001–2008)	Manon Edwards (1997–1999)	Amanda Barrell (1997–2003)	Anna Quinney (2001–)
David Chivers (2002–2006)	David Chivers (1998–2002)	Sylvie Verger (2002–2006)	Suzanne Rowlands (1999–2001)	Suzanne Rowlands (2003–2005)	Colette Crosbie (2003–2006)
Malcolm Nicolson (2007–)	Veronica Illa (2001–2010) Acting head of MYP (2006)	Christelle Bazin (2006–)	Colette Crosbie (2002–2003)	Colette Crosbie (2005–)	Penny Bromley (2004–2006)
	Shani Sniedze-Gregory (2003–2008) Acting head of MYP (2006–2007)	Francesca Morse-Burns (2008–2010)	Steve O'Regan (2005–)		Rachel Glanville (2005–)
	Suzanne Rowlands (2006–)	Nanneke Staps (2008–2010)			Lindsey Davies (2006–)
	Viki Rudez (2008–2009)	Kerry James (2010–)			
	Margareth Harris (2009–)				
	Andrew Mayes (2009–)				
	Sean Rankin (2010–)				

# MYP models

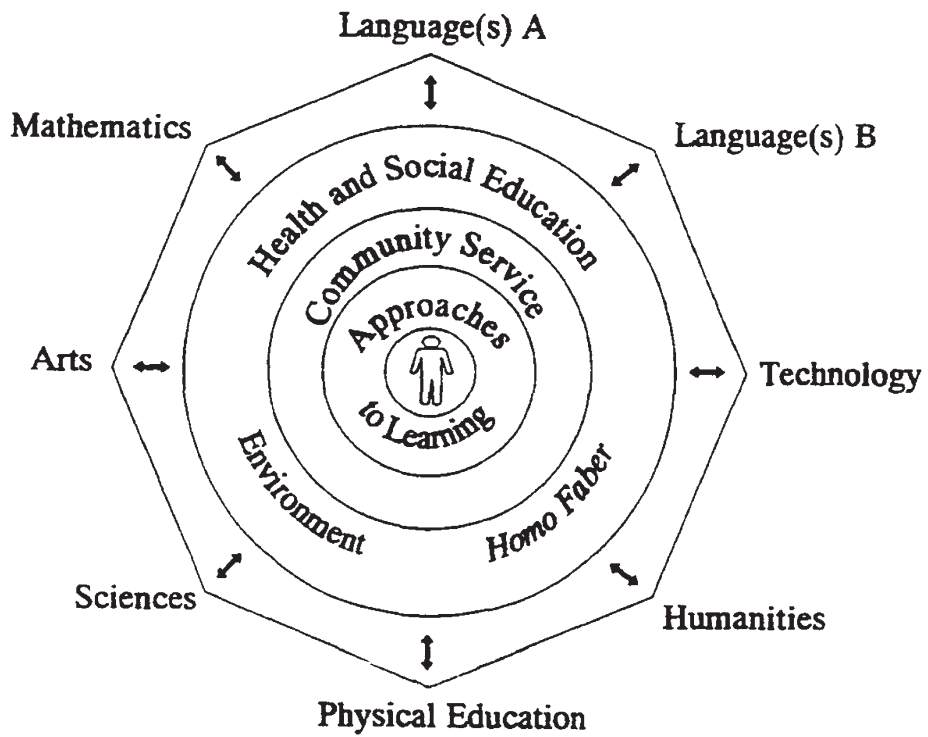
1989



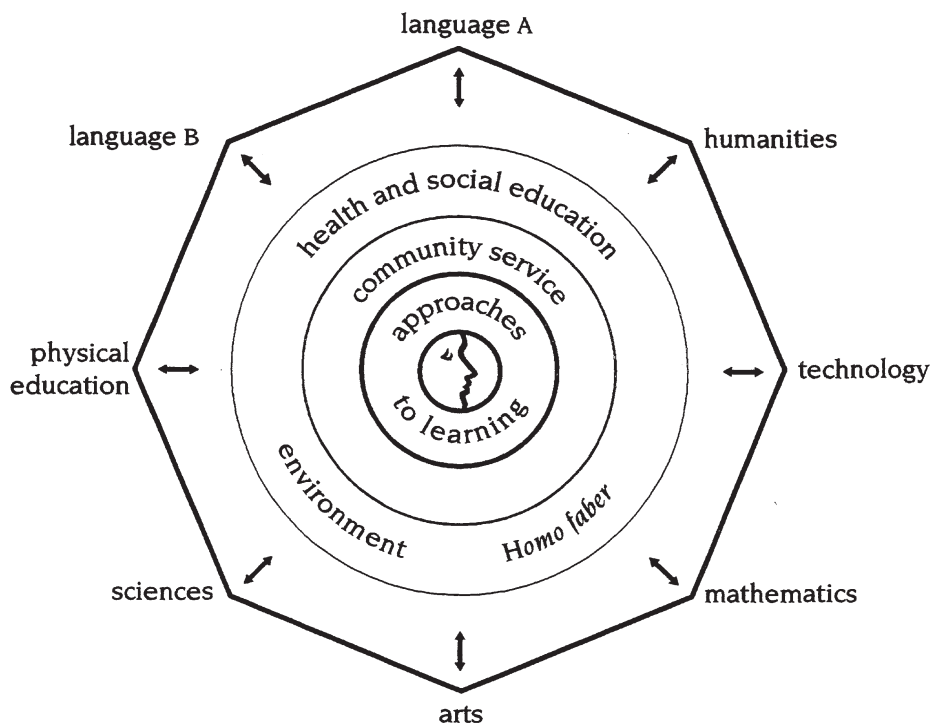
1990–1994



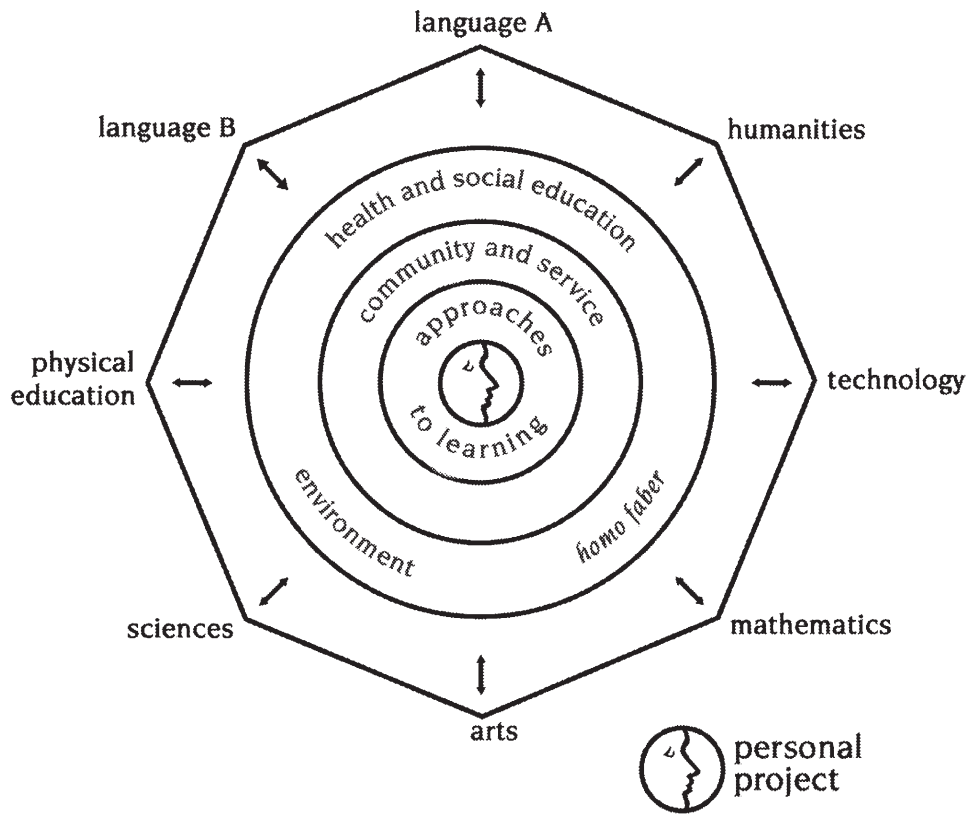
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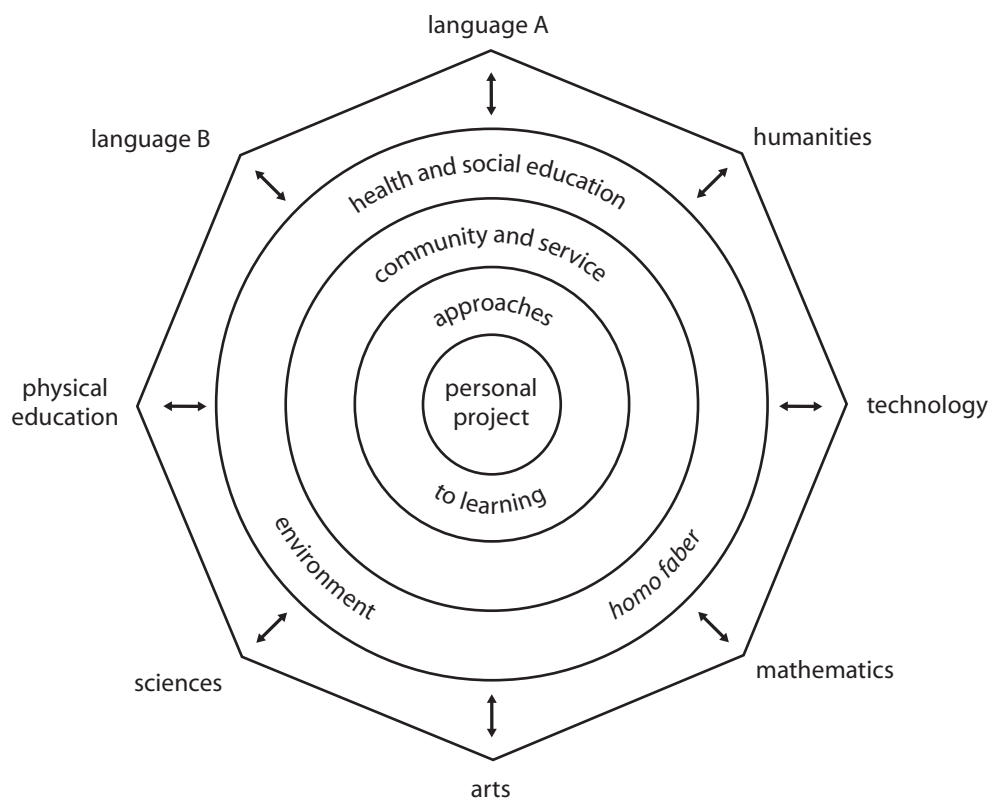
2000–2002



2002–2005



2006–2007



2008–

