

NORLIGHTS
INTERNATIONAL SCHOOL
Oslo



Essential Elements

NLIS Mission Statement

Our mission is to provide high-quality education, bringing up inquisitive, knowledgeable, productive learners motivated to succeed.

In addition, we aim to nurture internationally-minded compassionate young people with intercultural understanding and respect who strive to create a better and more peaceful world.

The objective is to provide the students with the academic and social skills to help them reach their full potential, enabling them to be open-minded individuals who can think critically and are encouraged to challenge norms and tackle change.

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.

As IB learners we strive to be:

INQUIRERS

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

KNOWLEDGEABLE

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

THINKERS

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

COMMUNICATORS

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

PRINCIPLED

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

OPEN-MINDED

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

CARING

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

RISK-TAKERS

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

BALANCED

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

REFLECTIVE

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

The IB learner profile represents 10 attributes valued by IB World Schools. We believe these attributes, and others like them, can help individuals and groups become responsible members of local, national and global communities.



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The IB Middle Years Programme

The IB goal is to provide students with the values and opportunities that will enable them to develop sound judgments, make wise choices and respect others in the global community. The International Baccalaureate (IB) Middle Years Programme (IB MYP) was originally developed by the International Schools Association and then further developed by schools during the early 1990s. It is a purpose-built five-year program (Grades 6-10, ages 11-16) for international schools and is now being taught and implemented worldwide, with considerable growth in Europe, Asia and the Americas. The IB MYP is geared to meet the needs of IB World Schools, as well as other school systems and is being implemented both in international schools and in some state systems.

The IB MYP has been taught at NLIS since September 2019. It builds upon the skills and learning developed in the IB Primary Years Programme (IB PYP). IB PYP teaching and learning “focuses on the development of the whole child as an inquirer, both in the classroom and in the world outside” (IB). The IB MYP also relies on connecting classroom pedagogical practices and content to the world outside through the Global Contexts and the Learner Profile.

The IB MYP prepares students for the IB Diploma Programme, which was established to provide students with a balanced education, facilitate geographic and cultural mobility and to promote international understanding.

The IB MYP philosophy

The IB MYP emphasizes holistic learning.

The IB MYP should expose students to as many different subjects, skills and experiences as possible so that students will learn to see knowledge as an interrelated whole. Students should have the opportunity to show their various strengths while being rewarded for them and gaining a sense of personal achievement.

The IB MYP emphasizes intercultural awareness and communication.

In our community, it is essential that the curriculum reflects and is responsive to the different perspectives of all our students. It should also guide them in forming their own, international, outlook. This implies an emphasis on communication skills, both in the languages and in other subjects.

The IB MYP is student-centered.

It is vital that students develop an awareness of their own learning process and the necessary skills to continue learning throughout life. The curriculum seeks to shift the emphasis from teacher-led instruction to student-led learning wherever possible.

The philosophy's key elements permeate and are practiced throughout the whole curriculum.

MYP educators have continued to focus on how best to meet the needs of adolescents, who are confronted with a vast and often bewildering array of choices in a complex and rapidly changing world. A focus on higher-order thinking skills gives students opportunities to develop a growing awareness of themselves and others, as they explore real-world issues.

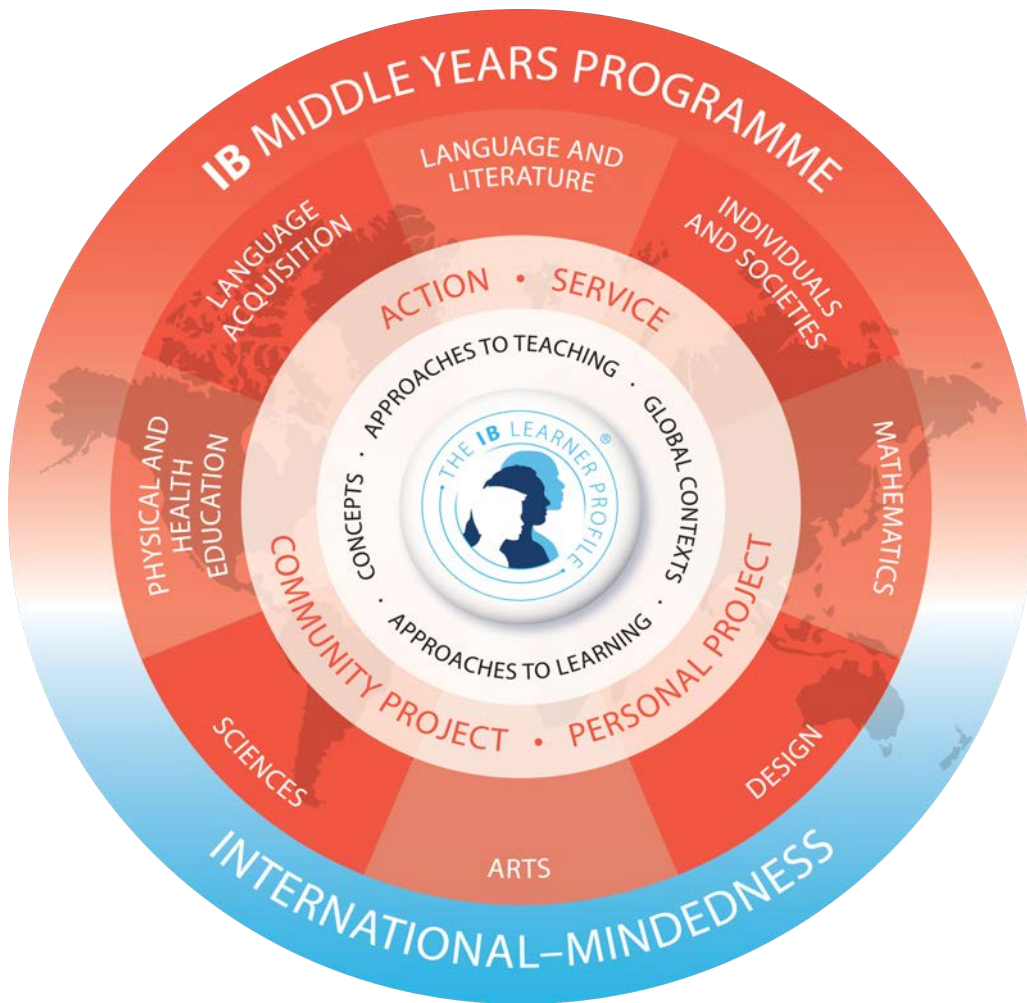
IB Middle Years Programme at NLIS

Norlights International School adopted the IB MYP because the philosophy and objectives of this program reflect those of the school. In addition, the IB MYP:

- is an international program with no bias towards any particular national system;
- provides vertical consistency through the IB Diploma in grades 12 and 13 and the PYP in the Primary School;
- many elements of the IB MYP are common to the skills required by the Diploma and developed in the PYP;
- provides assessment, within the IB MYP subjects, which share a common approach by being criterion-based and inquiry-led;
- has strong, interdisciplinary elements;
- does not prescribe content of subject areas but does provide a framework for their delivery;
- supports curriculum development and external evaluation.

The assessment within each subject is designed to help students and parents recognize a student's individual strengths and weaknesses according to the particular set of skills necessary for achievement. Please see the NLIS Assessment Policy, available from our website.

The IB MYP curriculum model



The program model of the MYP places the student at its centre. This student-centered approach to teaching and learning places particular importance on student inquiry and student action. MYP students develop the skills and attitudes for lifelong learning and foster responsible approaches that help them discover how to use what they learn to take principled action. The MYP's focus on independent learning and critical thinking makes it the ideal preparation for the IB Diploma

The MYP organizes teaching and learning through eight subject groups:

- Language & Literature
- Language Acquisition
- Individuals & Societies
- Sciences
- Mathematics
- Arts
- Physical & Health Education
- Design

A concept-driven curriculum

A concept is a big idea—a principle that is enduring, the significance of which goes beyond aspects such as particular origins, subject matter or place in time. Concepts represent the vehicle for students' inquiry into issues and ideas of personal, local and global significance, providing the means by which the essence of a subject can be explored.

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

The model allows teachers to group together issues or topics in a wide-ranging curriculum under the critical concepts and understandings in each subject group. In a concept-based teaching model, teachers use knowledge as a tool to help students grasp transferable concepts and understandings. Knowledge provides the foundation and support for deeper, conceptual thinking. All the units at NLIS are planned with a concept based learning focus embedding the prescribed MYP Key and related concepts.

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

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

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

A concept-based model is used in the MYP because it encourages students to:

- process factual knowledge at a deeper intellectual level as they relate the facts to concepts and essential conceptual understandings;
- create personal relevance, as students relate new knowledge to prior knowledge, and encourage understanding of cultures and environments across global contexts through the transfer of knowledge;
- bring their personal intellect to the study as they use a key concept to personally focus on the unit topic in order to increase motivation for learning;
- increase fluency as students use a common language to articulate their deeper conceptual learning
- achieve higher levels of critical, creative and conceptual thinking as students analyze complex global challenges through the study of discipline-specific related concepts.

Global Contexts

Learning Global Context at NLIS aims to help students understand the complex world.

Clearly, there are many different things that one would need to understand in order to understand the world. All of these things can be broken down into six categories, known as the Global Contexts. Units of work in all subjects allow students to explore one of the Global Contexts.

Global Contexts are designed to encourage the students to make worthwhile connections between the real world and classroom learning. Through their learning of subject concepts, students will come to a better understanding of a Global Context.

When teachers select a global context for learning, they are answering the following questions.

- Why are we engaged in this inquiry?
- Why are these concepts important?
- Why is it important for me to understand?
- Why do people care about this topic?

The six MYP Global Contexts (right) inspire explorations of our common humanity and shared guardianship of the planet. They invite reflection on local, national and global communities, as well as the real-life issues and concerns of 11 to 16-year-old students. Over the course of their study, students will explore all six Global Contexts on multiple occasions and in different subjects.



The MYP global contexts

The Global Contexts build on the powerful transdisciplinary themes of the PYP, thereby extending and deepening understanding in an age-appropriate manner.

Primary Years Programme (PYP) Transdisciplinary themes:	Middle Years Programme (MYP) Global contexts:
Who we are	Identities and relationships
Where we are in place and time	Orientation in space and time
How we express ourselves	Personal and cultural expression
How the world works	Scientific and technical innovation
How we organize ourselves	Globalization and sustainability
Sharing the planet	Fairness and development

Approaches to Learning (ATL)

It is widely known that the development of transdisciplinary skills are just as important in education as learning in specific subjects.

The transdisciplinary skills that empower students to be successful in school, education and beyond, are known as Approaches to Learning (ATL).

There are five broad categories of skills, which can be broken down into ten more specific categories of ATL skills. Through subject lessons, as well as the Advisory Programme, students will learn and practice different strategies for developing these skills.

Skills	ATL Skill Clusters	Aim: Students can
Communication	Working with people	Use written information to gather and understand information and ideas
	Working with information	Exchange thoughts, messages and information effectively through interacting with others
Social	Collaboration	Work effectively with other people in all situations
Self-Management	Organization	Manage their time and tasks effectively
	Emotions and feelings	Manage their own state of mind
	Reflection	Think honestly about how they learn; choose, use and develop their skills
Research	Information literacy	Find, interpret, judge and use information from many different sources
	Media literacy (including social media)	Find, interpret, judge and use information from different media
Thinking	Critical thinking	Consider different perspectives on issues and ideas, make judgments based on different perspectives, and strengths and weaknesses
	Creative thinking	Generate novel ideas, think about things in a different way and consider new perspectives
	Transfer understanding and skills	Use their skills and knowledge in new and different situations

Service as Action (SA)

In Grades 7-10 (MYP2-4), students participate in service-based activities where the students have to take action. Activities vary by grade. In lower grades, students can work in homeroom groups to complete a Service as Action (SA) project. They will also be given opportunities to take part in other school-based projects, on a voluntary basis. In upper grades, students must take part in at least three different SA projects, at least one of which must be self-initiated and at least one must involve working as part of a team. It is recommended that students use and build upon their own interest and experiences to come up with projects. Students must keep a journal or portfolio of evidence of their SA activities and record their projects and reflections in the school's curriculum management tool ManageBac.

During the SA activity, the students choose SA outcomes listed below as an aim to achieve, show evidence in the reflections.

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

Service as Action is a requirement for IB MYP in every year of the program. Progression from year to year and the awarding of the MYP certificate at the end of MYP5 is dependent on students meeting the school's expectations for Service as Action.

Personal Project

MYP students in their final year explore an area of personal interest over an extended period. It provides them the opportunity to consolidate their learning and develop important skills they'll need in both further education and life beyond the classroom. It also helps them develop confidence to become principled, lifelong learners.

The Personal Project is a significant body of work produced over an extended period. It is a product of student initiative and should reflect their experience of the MYP. The personal project formally assesses students' approaches to learning (ATL) skills for self-management, research, communication, critical and creative thinking, and collaboration.

Students complete three elements:

product or outcome : evidence of tangible or intangible results: what the student was aiming to achieve or create

process journal: ideas, criteria, developments, challenges, plans, research, possible solutions and progress reports

report: an account of the project and its impact, to a structure that follows the assessment criteria. The report includes a bibliography and evidence from the process journal that documents students' development and achievements.

The report is assessed by the supervisor and externally moderated by the IB to ensure a globally consistent standard of excellence. Each project is awarded a final achievement grade.

IB MYP assessment and criteria

At NLIS we recognize that students learn in different ways, and in keeping with a holistic view of education, we think it is important to provide a variety of different ways for students to demonstrate what they have learned. This is the guiding principle of MYP assessment.

Assessment in the IB MYP at NLIS is:

Varied in approach

Students should be assessed in a variety of different ways: written assignments, oral presentations, field work, practical work, role-play, debates, exhibitions, performance, tests and examinations, research papers, peer and self-assessment.

Formative as well as summative

Formative assessment means that students will be given assessed feedback on their work to help them improve it. They will also be involved in this assessment, perhaps through assessing their peers or even themselves.

Summative assessment is a terminal activity usually assessed by the teacher, often graded tasks for the report cards.

Criterion-based, not deficit-based

Assessment is criterion-based, so that students are assessed against published, agreed learning objectives. These learning objectives are published for each subject and each grade level and are available to parents and students on the school's curriculum management tool ManageBac. The subject criteria are based on the learning objectives mandated by the IB.

Assessment should be on-going and reflective, allowing the students to evaluate their progress and set targets for improvement; and for the school to evaluate the measure of success in meeting specific learning objectives.

Awarding grades

Each subject has a precise scale suited to its particular objectives and requirements. All criteria in all subjects are assessed against eight levels of criterion descriptors.

For each assessment criterion within each subject, a number of band descriptors are defined. These describe a range of achievement levels. The descriptors concentrate on positive achievement, although difficulty to achieve may be included in the description for the lower levels.

The criteria for each subject represent the level MYP students should achieve by the end of the IB MYP stage. The skills required to achieve in each criterion become, developmentally appropriately, more demanding in each year of the MYP.

It is crucial for parents and students to discuss each subject area's individual criteria. Each criterion describes a student's strengths and weaknesses, facilitating an awareness of where to feel confident or where to strive for better results. At the end of each semester, a general achievement level of

1-7 is provided for each subject on the term report.

Reports posted on ManageBac, NLIS's electronic report system, include:

- An evaluation of the ATL skills shown during that semester;
- A level and descriptor for the different criteria of that subject;
- An overall level of achievement for the subject from 1 to 7;
- A comment by the teacher.
- Homeroom comments, including information on ATL and Service as Action.

Summary of the subject-specific assessment criteria

Subjects	Criterion A (max 8)	Criterion B (max 8)	Criterion C (max 8)	Criterion D (max 8)
Language and Literature	Analyzing	Organizing	Producing Text	Using Language
Language Acquisition	Listening	Reading	Speaking	Writing
Individuals and Societies	Knowing and understanding	Investigating	Communicating	Thinking critically
Sciences	Knowing and understanding	Inquiring and designing	Processing and evaluating	Reflecting on the impacts of science
Mathematics	Knowing and understanding	Investigating patterns	Communicating	Applying mathematics in real-world contexts
Arts	Knowing and understanding	Developing skills	Thinking creatively	Responding
Physical and Health Education	Knowing and understanding	Planning for performance	Applying and performing	Reflecting and improving performance
Design	Inquiring and analyzing	Developing ideas	Creating the solution	Evaluating
Personal Project	Investigating	Planning	Taking Action	Reflecting

IB MYP general levels of achievement

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

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

Level 7	Produces high-quality, frequently innovative work. Communicates comprehensive, nuanced understanding of concepts and contexts. Consistently demonstrates sophisticated critical and creative thinking. Frequently transfers knowledge and skills with independence and expertise in a variety of complex classroom and real-world situations.
Level 6	Produces high-quality, occasionally innovative work. Communicates extensive understanding of concepts and contexts. Demonstrates critical and creative thinking, frequently with sophistication. Uses knowledge and skills in familiar and unfamiliar classroom and real-world situations, often with independence.
Level 5	Produces generally high-quality work. Communicates secure understanding of concepts and contexts. Demonstrates critical and creative thinking, sometimes with sophistication. Uses knowledge and skills in familiar classroom and real-world situations and, with support, some unfamiliar real-world situations.
Level 4	Produces good-quality work. Communicates basic understanding of most concepts and contexts with few misunderstandings and minor gaps. Often demonstrates basic critical and creative thinking. Uses knowledge and skills with some flexibility in familiar classroom situations but requires support in unfamiliar situations.
Level 3	Produces work of an acceptable quality. Communicates basic understanding of many concepts and contexts, with occasionally significant misunderstandings or gaps. Begins to demonstrate some basic critical and creative thinking. Is often inflexible in the use of knowledge and skills, requiring support even in familiar classroom situations.
Level 2	Produces work of limited quality. Expresses misunderstandings or significant gaps in understanding for many concepts and contexts. Infrequently demonstrates critical or creative thinking. Generally inflexible in the use of knowledge and skills, infrequently applying knowledge and skills.
Level 1	Produces work of very limited quality. Conveys many significant misunderstandings or lacks understanding of most concepts and contexts. Very rarely demonstrates critical or creative thinking. Very inflexible, rarely using knowledge or skills.