

MYP at FINT 22/23

STUDENT and PARENT HANDBOOK

Information about the Middle Years Programme (MYP) at Fagerhaug International School (FINT)



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.



Mission

FINT MISSION AND VISION

MISSION

Our mission at Fagerhaug International School is to strive for academic excellence with personal integrity to develop internationally minded students.

We challenge ourselves, our students and our community to become caring and knowledgeable lifelong learners who inquire and take action to create a better world.

VISION

CARING: We prioritize being a school that is a safe environment where students feel valued and respected.

INTEGRITY: Doing what is right, even if no one knows, is a foundational quality for our students inside and outside of school.

EXCELLENCE: Committing to an attitude of excellence every day gives students the opportunity to attain the success they desire.

After school activities

It is strongly recommended that all students participates in after school activities organized in the local community.

Physical health and students well-being is very important. All students should join at least one activity. You can find more information here:

[Kulturskolen](#)

[Stjørdals-Blink](#)

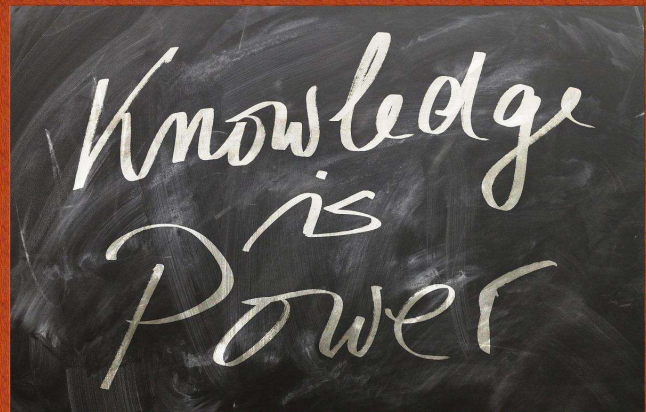
[Lånke IL](#)

[IL Fram](#)

[Stjørdal basketballklubb](#)



TEACHING AND LEARNING IN THE MYP



Knowledge
is
Power

The MYP aims to help students develop their personal understanding and their emerging sense of self and responsibility in their community.

Teaching and learning in the MYP is underpinned by the following:

- Teaching and learning in contexts
- Conceptual understanding
- Approaches to learning (ATL-skills)
- Service as Action
- Language and identity
- Behaviour and readiness

GLOBAL CONTEXTS



Students learn best when their learning experiences have context and are connected to their lives and the world that they have experienced.

Using global contexts, MYP students explore human identity, global challenges and what it means to be internationally minded.

The 6 global contexts are:

- Identities and relationships. ...
- Orientation in space and time. ...
- Personal and cultural expression. ...
- Scientific and technical innovation. ...
- Globalization and sustainability. ...
- Fairness and development.

CONCEPTUAL UNDERSTANDING

MYP students use concepts as a vehicle to inquire into issues and ideas of personal, local and global significance and examine knowledge holistically.



These are the 16 MYP key concepts

Concepts are big ideas that have relevance within specific disciplines and across subject areas.

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

APPROACHES TO LEARNING (ATL)



A unifying thread throughout all MYP subject groups, approaches to learning provides the foundation for independent learning and encourage the application of students' knowledge and skills in unfamiliar contexts.

The MYP ATL-skills

Developing and applying these skills help students learn how to learn.



Self assessment of ATL-skills for MYP students at FINT

SERVICE AS ACTION



Action (learning by doing and experiencing) and service have always been shared values of the IB community.

Students take action when they apply what they are learning in the classroom and beyond.

IB learners strive to be caring members of the community who demonstrate a commitment to service—making a positive difference to the lives of others and to the environment.

Service as action is an integral part of the programme.

[MYP Service as Action Student Guide](#)

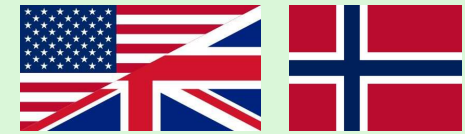


LANGUAGE AND IDENTITY



MYP students are required to learn at least two languages. At FINT we believe that learning to communicate in a variety of ways is fundamental to their development of intercultural understanding and crucial to their identity affirmation.

At FINT all MYP students study English and Norwegian



In MYP students can choose a third language: Spanish or French



We encourage the development of students' mother tongue languages, through an ethos of acceptance and celebration of linguistic diversity within the community.

Read the [Fagerhaug Language Policy](#) here

THE MYP PERSONAL PROJECT



All students in MYP Year 5 must complete the personal project.

Students work independently, developing a truly personal and creative product or performance.

In a structured report, students apply the skills they have developed in the programme and reflect on their personal and academic growth.

[PP Handbook](#)

[Personal Project
Report 2021/22](#)



Behaviour and readiness



All classes write their own essential classroom agreements in the beginning of the year

MYP Classroom Rules 22/23

Rules and Regulations Fagerhaug International School

The Learner profile



FINT Pedagogical Leadership Team



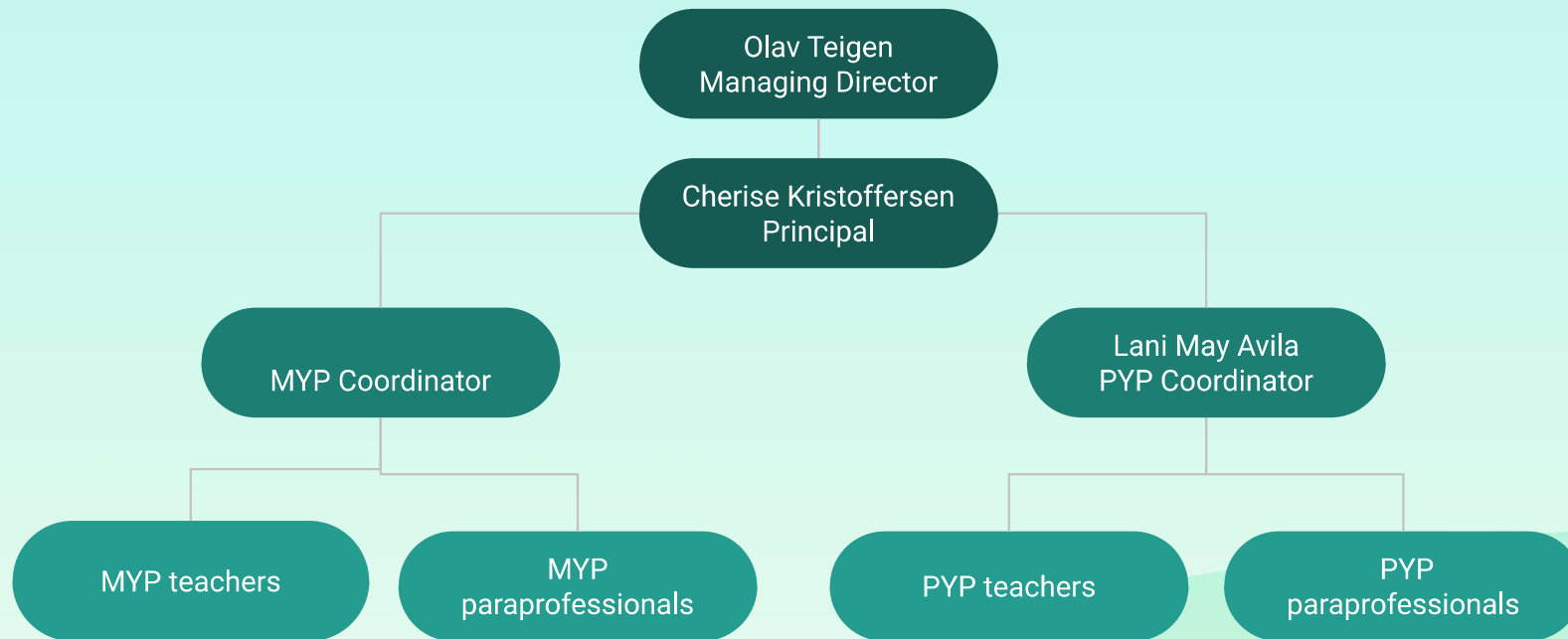
PRINCIPAL
Cherise Storlie
Kristoffersen



PYP COORDINATOR
Lani May Avila

MYP
COORDINATOR

FINT Organizational Structure



MYP Coordination

The role of the MYP Coordinator is to plan and oversee the implementation and management of the programme. The Coordinator meets weekly with the FINT pedagogical leadership team. The principal reports back to the Managing director and the School Board.

Other roles of the MYP coordinator at our school:

- Coordinates the MYP Personal project in year 10 (MYP 5)
- Coordinates the MYP Service programme (Service as Action)
- All teachers in IB schools are responsible for integrating and explicitly teaching ATL skills. The MYP Coordinator oversees the collaborative vertical and horizontal planning.

Contact:

britt@fagerhaugoppvekst.no

MYP CLASS TEACHERS

- The first point of contact between the parents and the school body, and is also the first person that a student should contact when matters need to be addressed.
- Keeps track of attendance, behaviour and readiness and will contact parents if there is a concern.

MYP 7



MYP 8



MYP 9



MYP 10



Inclusion and Social Counselling at FINT



Kristin Fiskvik Kartum

Kristin Fiskvik Kartum is the MYP School Counselor and Inclusion Coordinator at FINT.

The Inclusion Coordinator works closely with the administration and colleagues in the strategic development and implementation of the school's Inclusion Policy and oversee the day-to-day operation of that policy with the aim of raising pupil achievement. Link to the [Inclusion Policy](#)

The School Social Counselor works with the students' social environment and well-being in collaboration with the class teachers. The Social Counselor will give further guidance to the educational team and be the link between the educational team and external agencies.

Contact:

Kristin.Kartum@fagerhaugoppvekst.no

Career Guidance Counselling at FINT



Daniel Skjervold

Daniel Skjervold is the **MYP Career Guidance Counsellor at FINT**.

The Guidance Counsellor at FINT will help students in finding the right Upper Secondary School Programme after finishing MYP.

The Counsellor collaborates with other Career Counsellors in Stjørdal and plans school visits with counsellors in Upper Secondary Education in Stjørdal, Trondheim and other cities when needed.

You can read more about the different Upper Secondary Programmes on <https://www.vilbli.no/nb/nb/no>

At Fint we offer the PYP and MYP. Our students can move on to the Diploma programme, DP at [Trondheim Cathedral School](#)

Library and Information technology



Patricia
Serrano-Gonzalez
Librarian



Prabavathi
Arunachalam
IT Coordinator

The Librarian is often involved in varied collaborative investigations with teachers and students, as well as developing and managing the library itself.

At Fint, the library is a multimedia workplace and the librarian will help teachers and staff find information and guide students in their work. This impacts the creative, critical and analytical skills taught across the continuum but it makes a particularly transformative difference in the culminating projects: the PYP Exhibition, and the MYP Personal Project.

The IT-Coordinator regularly maintain our technological equipment. The coordinator is responsible for ensuring that computers and computer networks within the building work efficiently and effectively, enabling employees to do their jobs without issue.

Student Council Coordinator



Neelam Panjwani

The Student Council Coordinator (SC Coordinator) for the MYP at FINT meets with the School Student Council regularly

The SC Coordinator is the link between the student class representatives in the Student Council and the teachers and leadership team.

The Student Council serve to engage students in learning about democracy and leadership.

MYP Science Curriculum



Tyler Slostad

Criteria A Knowing and understanding

Students develop scientific knowledge (facts, ideas, concepts, processes, laws, principles, models and theories) and apply it to solve problems and express scientifically supported judgments.

Criteria B Inquiring and designing

Students will explain and design scientific investigations.

Criteria C processing and evaluating

Students will present, interpret, evaluate and explain improvements to scientific investigation.

Criteria D Reflecting on the impact of science

Students will explain the ways in which science is applied and used to address a specific problem or issue. They will apply scientific language effectively and document the work of others and sources of information used.

MYP Mathematics Curriculum



Neelam Panjwani

A Knowing and understanding

Knowledge and understanding are fundamental to studying mathematics and form the base from which to explore concepts and develop skills. This objective assesses the extent to which students can select and apply mathematics to solve problems in both familiar and unfamiliar situations in a variety of contexts.

B Investigating patterns

Investigating patterns allows students to experience the excitement and satisfaction of mathematical discovery. Working through investigations encourages students to become risk-takers, inquirers and critical thinkers. The ability to inquire is invaluable in the MYP and contributes to lifelong learning

C Communicating

Mathematics provides a powerful and universal language. Students are expected to use appropriate mathematical language and different forms of representation when communicating mathematical ideas, reasoning and findings, both orally and in writing.

D Applying mathematics in real-life contexts

MYP mathematics encourages students to see mathematics as a tool for solving problems in an authentic real-life context. Students are expected to transfer theoretical mathematical knowledge into real-world situations and apply appropriate problem-solving strategies, draw valid conclusions and reflect upon their results.

MYP Design Curriculum



Leticia Balzi

A Inquiring and analysing

Students are presented with a design situation, from which they identify a problem that needs to be solved. They analyse the need for a solution and conduct an inquiry into the nature of the problem

B Developing ideas

Students write a detailed specification, which drives the development of a solution. They present the solution.

Criteria C Creating the solution

Students plan the creation of the chosen solution and follow the plan to create a prototype sufficient for testing and evaluation.

Criteria D Evaluating

Students design tests to evaluate the solution, carry out those tests and objectively evaluate its success. Students identify areas where the solution could be improved and explain how their solution will impact on the client or target audience.

MYP Individuals and Societies Curriculum



Joe Klumper



Kristin Kartum Fiskvik

Criteria A Knowledge and understanding Students develop factual and conceptual knowledge about individuals and societies.

Criteria B Investigating Students develop systematic research skills and processes associated with disciplines in the humanities and social sciences. Students develop successful strategies for investigating independently and in collaboration with others.

Criteria C Communicating Students develop skills to organize, document and communicate their learning using a variety of media and presentation formats.

Criteria D Thinking critically Students use critical thinking skills to develop and apply their understanding of individuals and societies and the process of investigation.

MYP Norwegian Language and Literature Curriculum



Daniel Skjervold

Criteria A: Analysing

Through the study of language and literature students are enabled to deconstruct texts in order to identify their essential elements and their meaning.

Criteria B Organizing

Students should understand and be able to organize their ideas and opinions using a range of appropriate conventions for different forms and purposes of communication.

Criteria C Producing text Students will produce written and spoken text, focusing on the creative process itself and on the understanding of the connection between the creator and his or her audience.

Criteria D Using language They are required to use accurate and varied language that is appropriate to the context and intention.

MYP Norwegian Acquisition Curriculum



Anne Marit Letnes

Criteria A Listening

Engaging with text requires the student to think creatively and critically about what is viewed, and to be aware of opinions, attitudes and cultural references presented in the visual text.

Criteria B Reading

Engaging with text requires the student to think creatively and critically about what is read and viewed, and to be aware of opinions, attitudes and cultural references presented in the written text.

Criteria C Speaking

In the language acquisition classroom, students will have opportunities to develop their communication skills by interacting on a range of topics of personal, local and global interest and significance, with the support of spoken, written and visual texts in the target language (multimodal texts).

Criteria D Writing

This objective relates to the correct and appropriate use of the written target language. It involves recognizing and using language suitable to the audience and purpose, for example, the language used at home, the language of the classroom, formal and informal exchanges, and social and academic language.

MYP English Language and Literature Curriculum



Liesl Krøke



Joe Klumper

Criteria A: Analysing

Through the study of language and literature students are enabled to deconstruct texts in order to identify their essential elements and their meaning.

Criteria B Organizing

Students should understand and be able to organize their ideas and opinions using a range of appropriate conventions for different forms and purposes of communication.

Criteria C Producing text

Students will produce written and spoken text, focusing on the creative process itself and on the understanding of the connection between the creator and his or her audience.

Criteria D Using language

They are required to use accurate and varied language that is appropriate to the context and intention.

MYP English Acquisition Curriculum



Anne Marit Letnes

Criteria A Listening

Engaging with text requires the student to think creatively and critically about what is viewed, and to be aware of opinions, attitudes and cultural references presented in the visual text.

Criteria B Reading

Engaging with text requires the student to think creatively and critically about what is read and viewed, and to be aware of opinions, attitudes and cultural references presented in the written text.

Criteria C Speaking

In the language acquisition classroom, students will have opportunities to develop their communication skills by interacting on a range of topics of personal, local and global interest and significance, with the support of spoken, written and visual texts in the target language (multimodal texts).

Criteria D Writing

This objective relates to the correct and appropriate use of the written target language. It involves recognizing and using language suitable to the audience and purpose, for example, the language used at home, the language of the classroom, formal and informal exchanges, and social and academic language.

MYP Spanish Acquisition Curriculum (B)



Estefania Garcia

Criteria A Listening

Engaging with text requires the student to think creatively and critically about what is viewed, and to be aware of opinions, attitudes and cultural references presented in the visual text.

Criteria B Reading

Engaging with text requires the student to think creatively and critically about what is read and viewed, and to be aware of opinions, attitudes and cultural references presented in the written text.

Criteria C Speaking

In the language acquisition classroom, students will have opportunities to develop their communication skills by interacting on a range of topics of personal, local and global interest and significance, with the support of spoken, written and visual texts in the target language (multimodal texts).

Criteria D Writing

This objective relates to the correct and appropriate use of the written target language. It involves recognizing and using language suitable to the audience and purpose, for example, the language used at home, the language of the classroom, formal and informal exchanges, and social and academic language.

MYP French Acquisition Curriculum (B)



Natalie Stevenson

Criteria A Listening

Engaging with text requires the student to think creatively and critically about what is viewed, and to be aware of opinions, attitudes and cultural references presented in the visual text.

Criteria B Reading

Engaging with text requires the student to think creatively and critically about what is read and viewed, and to be aware of opinions, attitudes and cultural references presented in the written text.

Criteria C Speaking

In the language acquisition classroom, students will have opportunities to develop their communication skills by interacting on a range of topics of personal, local and global interest and significance, with the support of spoken, written and visual texts in the target language (multimodal texts).

Criteria D Writing

This objective relates to the correct and appropriate use of the written target language. It involves recognizing and using language suitable to the audience and purpose, for example, the language used at home, the language of the classroom, formal and informal exchanges, and social and academic language.

MYP Physical and Health Education Curriculum



Kristin Fiskvik Kartum

Criteria A Knowledge and understanding

Students develop knowledge and understanding about health and physical activity in order to identify and solve problems.

Criteria B Planning for performance

Students through inquiry design, analyse, evaluate and perform a plan in order to improve performance in physical and health education.

Criteria C Applying and performing

Students develop and apply practical skills, techniques, strategies and movement concepts through their participation in a variety of physical activities.

Criteria D Reflecting and improving performance

Students enhance their personal and social development, set goals, take responsible action and reflect on their performance and the performance of others.

MYP Arts Curriculum



Leticia Balzi

Katherine Butcher

A Knowing and understanding

Through the study of theorists and practitioners of the arts, students discover the aesthetics of art forms and are able to analyse and communicate in specialized language.

B Developing skills

The acquisition and development of skills provide the opportunity for active participation in the art form and in the process of creating art. Skills are evident in both process and product.

Criteria C Thinking creatively

Thinking creatively encourages students to explore the unfamiliar and experiment in innovative ways to develop their artistic intentions, their processes and their work. Thinking creatively enables students to discover their personal signature and realize their artistic identity.

D Responding

A response can come in many forms; creating art as a response encourages students to make connections and transfer their learning to new settings. Through reflecting on their artistic intention and the impact of their work on an audience and on themselves, students become more aware of their own artistic development and the role that arts play in their lives and in the world.

Understanding MYP assessment

FINT assessment policy

	A	B	C	D
Language and Literature	Analysing	Organizing	Producing text	Using language
Language Acquisition	Comprehend spoken and visual text	Comprehend written and visual text	Communicating	Using language
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 analysing	Developing ideas	Creating the solution	Evaluating
MYP Personal Project	Planning	Applying skills	Reflecting	
Interdisciplinary	Disciplinary grounding	Synthesizing	Communicating	Reflecting

The table below is the IB/Norwegian Grade Conversion and MYP grade descriptors:

IB Grade	Norwegian Equivalent	MYP Grade Descriptors
7	6	Consistent and thorough understanding of the required knowledge and skills, and the ability to apply them almost faultlessly in a wide variety of situations. The student consistently demonstrates originality, insight, and analytical thinking. The student produces work of high quality.
6	5.5	Consistent and thorough understanding of the required knowledge and skills, and the ability to apply them in a wide variety of situations. The student consistently demonstrates originality, insight, and analytical thinking.
5	4.5	Thorough understanding of the required knowledge and skills, and the ability to apply them in a variety of situations. The student occasionally demonstrates originality, insight, and analytical thinking.
4	4	General understanding of the required knowledge and skills, and the ability to apply them effectively in normal situations. There is occasional evidence of analytical thinking.
3	3	Limited achievement against most of the objectives, or clear difficulties in some areas. The student demonstrates a limited understanding of the required knowledge and skills and is only able to apply them fully to normal situations with support.
2	2	Very limited achievement in terms of the objectives. The student has difficulty in understanding the required knowledge and skills and is unable to apply them fully to normal situations, even with support.
1	1	Minimal achievement in terms of the objectives.
0	0	Not yet assessed.

Grade:	1	2	3	4	5	6	7
Boundaries	0-5	6-9	10-14	15-18	19-23	24-27	28-32

The Toddle platform app

Dear Family Member,

At Fint we use Toddle as our pedagogical platform. With Toddle, you can:

- View and celebrate your child's learning moments
- Communicate with teachers
- Receive announcements and updates from the school
- Find the school policies and other useful information

To log in you need a family code that is different from the code your child was given at school. Make sure you log in by using the family app. You find your log in details on the next slide.

Creating a Toddle account

We invite all family members to join our class community on Toddle.

From your phone	From your computer
<ol style="list-style-type: none"><li data-bbox="100 699 968 841">1. Download the Toddle Family App from the App store (for iOS) or Play store (for android).<li data-bbox="100 867 947 959">2. Log in using your Google, Microsoft, or email account.<li data-bbox="100 985 961 1127">3. On the 'Add Child' screen, scan the QR code below or enter the 6-character family invite code mentioned above.<li data-bbox="100 1153 957 1245">4. Other family members can also use the same QR code or family invite Code.	<ol style="list-style-type: none"><li data-bbox="1115 699 1696 792">1. On a web browser, go to: web.toddleapp.com<li data-bbox="1115 818 1927 959">2. Choose "Family account" and login using your Google, Microsoft or email account.<li data-bbox="1115 985 1927 1078">3. Enter the unique 6-character student invite code mentioned above.<li data-bbox="1115 1104 1969 1196">4. Other family members can also use the family invite code.

MYP timetable 20/21

	Monday	Tuesday	Wednesday	Thursday	Friday
08.30 - 09.15					
09.15 - 10.00					
10.00 - 10.25	Outside recess	Outside recess	Outside recess	Outside recess	Outside recess
10.25 - 11.10					
11.10 - 11.55					
11.55 - 12.15 12.15 - 12.40	Outside recess Lunch	Outside recess Lunch	Outside recess Lunch	Outside recess Lunch	Outside recess Lunch
12.40 - 13.25					
13.25- 14.10					

IB SUBJECTS	MYP 7	MYP 8	MYP 9	MYP 10
Mathematics	5 x 45 min	5 x 45 min	5 x 45 min	5 x 45 min
Sciences	4 x 45 min	4 x 45 min	4 x 45 min	4 x 45 min
Norwegian	5 x 45 min	5 x 45 min	5 x 45 min	5 x 45 min
English	4 x 45 min	4 x 45 min	4 x 45 min	4 x 45 min
Spanish/French	2 x 45 min	2 x 45 min	2 x 45 min	2 x 45 min
Design	2 x 45 min	2 x 45 min	2 x 45 min	2 x 45 min
Arts	2 x 45 min	2 x 45 min	2 x 45 min	2 x 45 min
Physical and Health Education	2 x 45 min 1 x 30 min	2 x 45 min 1 x 30 min	2 x 45 min 1 x 30 min	2 x 45 min 1 x 30 min
Individuals and societies	4 X 45 min	4 X 45 min	4 X 45 min	4 X 45 min