

Global Contexts in MYP

Teaching and learning in the MYP involves understanding concepts in context. Global contexts provide a common language for powerful contextual learning, identifying specific settings, events or circumstances that provide more concrete perspectives for teaching and learning. Students at the MYP age range learn best when their learning experiences have context and are connected to their lives and to the world that they have experienced. When learning becomes meaningful and relevant, students are more likely to be engaged.

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

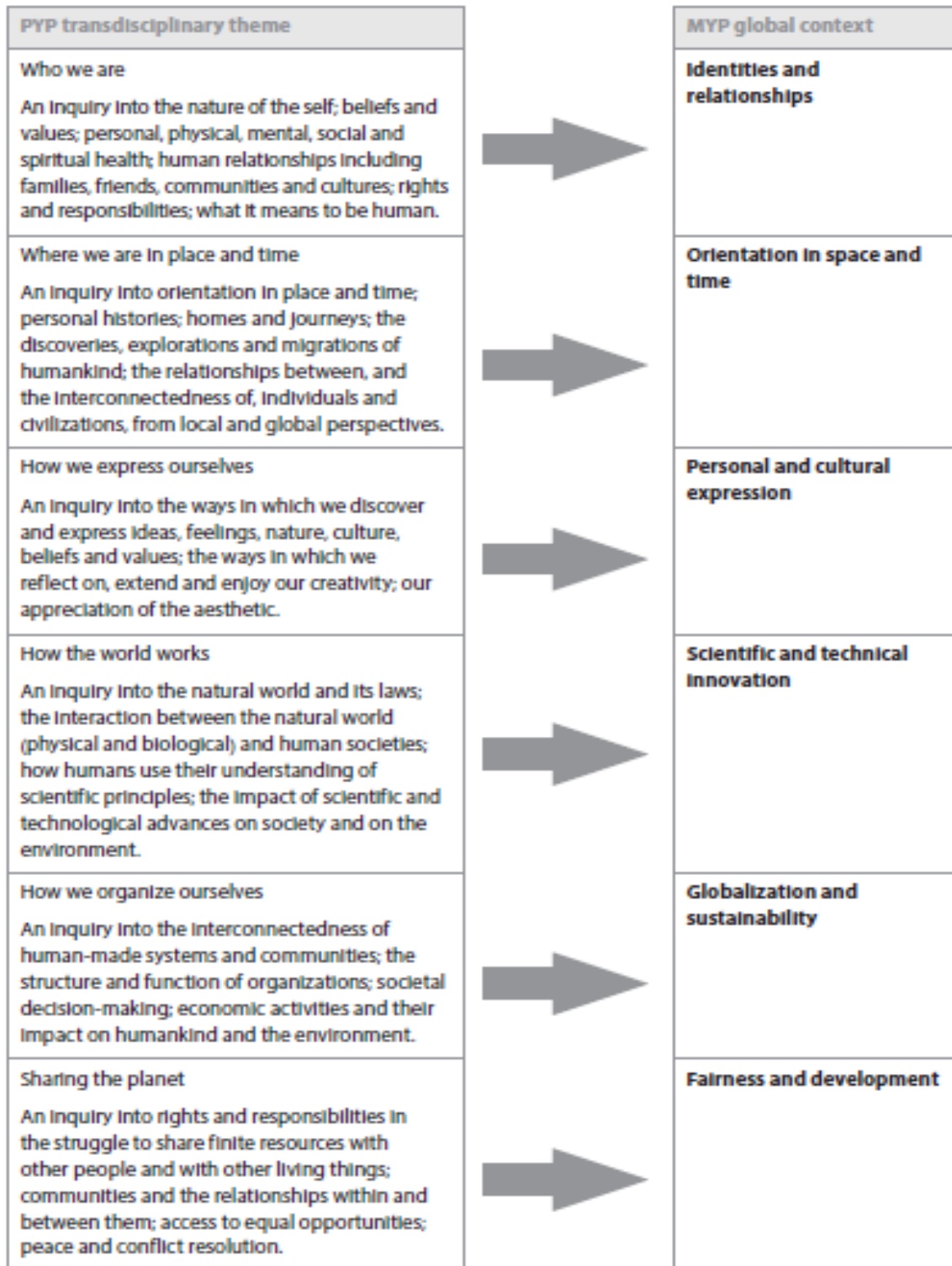
the capacity and the inclination to place people, objects, situations with which [they] come into contact ... within the broader matrix of our contemporary world ... [to be] attuned to daily encounters with world cultures, landscapes and products; [to] place such encounters in a broader narrative or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

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

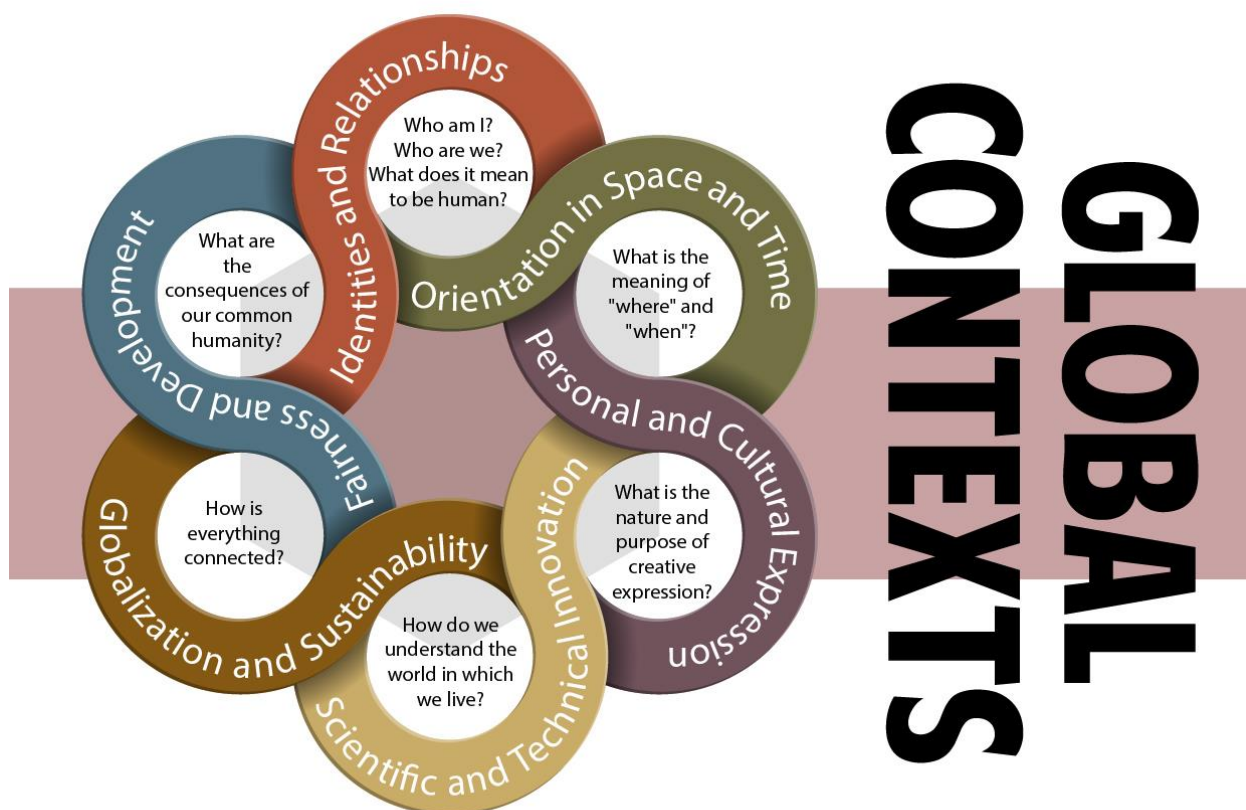
As adolescents develop their intellectual and social identities during the MYP years, they become increasingly aware of their place in the world. Working in global contexts requires a sophisticated combination of understanding, practical skills and personal dispositions that work together to define global competence (Boix-Mansilla and Jackson 2011).

Global competence calls for deep, engaged learning. To prosper in the world, students must not only be able to understand globalization, but also be able both to reflect critically on its promise and peril and to act responsibly to make that world a better place for themselves and for the communities in which they live.

The MYP identifies six global contexts for teaching and learning that are developed from, and extend, the PYP's transdisciplinary themes.



The following image shows the MYP global contexts:



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Source: <https://i.pinimg.com/originals/65/7b/36/657b36b8d66385c17f69018364ad07e5.jpg>

These and other contexts for teaching and learning 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. For each MYP unit, teachers identify one global context that establishes a focus for meaningful teaching and learning in a programme of international education.

The following table contains explanations of the MYP global contexts and some of the many explorations that they can inspire.

Global context	Focus question(s) and description	Example explorations
Identities and relationships	<p>Who am I? Who are we?</p> <p>Students will explore identity; beliefs and values; personal, physical, mental, social and spiritual health; human relationships including families, friends, communities and cultures; what it means to be human.</p>	<p>Possible explorations to develop</p> <ul style="list-style-type: none"> • Competition and cooperation; teams, affiliation and leadership • Identity formation; self-esteem; status; roles and role models • Personal efficacy and agency; attitudes, motivation, independence; happiness and the good life • Physical, psychological and social development; transitions; health and well-being; lifestyle choices • Human nature and human dignity; moral reasoning and ethical judgment; consciousness and mind
Orientation in space and time	<p>What is the meaning of “where” and “when”?</p> <p>Students will explore personal histories; homes and journeys; turning points in humankind; discoveries; explorations and migrations of humankind; the relationships between, and the interconnectedness of, individuals and civilizations, from personal, local and global perspectives.</p>	<p>Possible explorations to develop</p> <ul style="list-style-type: none"> • Civilizations and social histories, heritage, pilgrimage, migration, displacement and exchange • Epochs, eras, turning points and “big history” • Scale, duration, frequency and variability • Peoples, boundaries, exchange and interaction • Natural and human landscapes and resources • Evolution, constraints and adaptation

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<p>Personal and cultural expression</p>	<p>What is the nature and purpose of creative expression?</p> <p>Students will explore the ways in which we discover and express ideas, feelings, nature, culture, beliefs and values; the ways in which we reflect on, extend and enjoy our creativity; our appreciation of the aesthetic.</p>	<p>Possible explorations to develop</p> <ul style="list-style-type: none"> • Artistry, craft, creation, beauty • Products, systems and institutions • Social constructions of reality; philosophies and ways of life; belief systems; ritual and play • Critical literacy, languages and linguistic systems; histories of ideas, fields and disciplines; analysis and argument • Metacognition and abstract thinking • Entrepreneurship, practice and competency
<p>Scientific and technical innovation</p>	<p>How do we understand the world in which we live?</p> <p>Students will explore the natural world and its laws; the interaction between people and the natural world; how humans use their understanding of scientific principles; the impact of scientific and technological advances on communities and environments; the impact of environments on human activity; how humans adapt environments to their needs.</p>	<p>Possible explorations to develop</p> <ul style="list-style-type: none"> • Systems, models, methods; products, processes and solutions • Adaptation, ingenuity and progress • Opportunity, risk, consequences and responsibility • Modernization, industrialization and engineering • Digital life, virtual environments and the information age • The biological revolution • Mathematical puzzles, principles and discoveries
<p>Globalization and sustainability</p>	<p>How is everything connected?</p> <p>Students will explore the interconnectedness of human-made systems and communities; the relationship between local and global processes; how local experiences mediate the global; the opportunities and tensions provided by world-interconnectedness; the impact of decision-making on humankind and the environment.</p>	<p>Possible explorations to develop</p> <ul style="list-style-type: none"> • Markets, commodities and commercialization • Human impact on the environment • Commonality, diversity and interconnection • Consumption, conservation, natural resources and public goods • Population and demography • Urban planning, strategy and infrastructure

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<p>Fairness and development</p>	<p>What are the consequences of our common humanity?</p> <p>Students will explore rights and responsibilities; the relationship between communities; sharing finite resources with other people and with other living things; access to equal opportunities; peace and conflict resolution.</p>	<p>Possible explorations to develop</p> <ul style="list-style-type: none"> • Democracy, politics, government and civil society • Inequality, difference and inclusion • Human capability and development; social entrepreneurs • Rights, law, civic responsibility and the public sphere • Justice, peace and conflict management • Power and privilege • Authority, security and freedom • Imagining a hopeful future