



**Ressun peruskoulu  
Ressu Comprehensive School  
Helsinki, Finland**

## Guide to the MYP for Ressu community



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## Introduction

This is a guide for the parents and guardians of Ressu Comprehensive School students to introduce the IB Middle Years Programme and mainly how it is implemented in our school.

All the Ressu students from grades 7 to 9 follow the Finnish National Core Curriculum whether the language of tuition is Finnish or English. In addition to this, the IB Middle Years Programme is used as a framework for all teaching and learning in Ressu Comprehensive.

Ressu Comprehensive School has been a part of the IB World Schools Community since passing the IB MYP authorization in year 2008. Ressu Comprehensive School is the only IB School offering the IB PYP and MYP also in Finnish.

Our community consists of PYP students and MYP students. In Helsinki there is also the possibility to continue studies in the IB Diploma Programme. These Diploma Schools, however, are under different administration and our students, among all the other applicants, must pass the aptitude tests to be accepted to these further studies.

In our school we have more than 600 students and ca. 50 staff members. All students in the Finnish language section come from the local catchment area. The English language acquisition classes are intended for internationally mobile families residing in Helsinki, and the students are subject to aptitude tests.

# IB Philosophy

The MYP emphasizes intercultural awareness, communication and holistic learning. Teaching and learning are concept-driven and inquiry-based, and help students develop both subject-specific and interdisciplinary understanding. Students are encouraged to make connections between the studies and the real world. The MYP aims to develop active learners who are internationally minded and who have empathy towards others and the environment. Students are encouraged to be creative, critical and reflective thinkers through inquiries into wide range of issues and ideas from local significance to globally significant matters.



## 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:

<p><b>INQUIRERS</b> 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.</p>	<p><b>OPEN-MINDED</b> 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.</p>
<p><b>KNOWLEDGEABLE</b> 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.</p>	<p><b>CARING</b> 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.</p>
<p><b>THINKERS</b> We use critical and creative thinking skills to analyse and take responsible action on complex problems. We exercise initiative in making reasoned, ethical decisions.</p>	<p><b>RISK-TAKERS</b> 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.</p>
<p><b>COMMUNICATORS</b> 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.</p>	<p><b>BALANCED</b> 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.</p>
<p><b>PRINCIPLED</b> 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.</p>	<p><b>REFLECTIVE</b> 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.</p>

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.

 International Baccalaureate  
Baccalauréat International  
Bachillerato Internacional

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Source: <https://www.ibo.org/benefits/learner-profile/>

## Mission statements and vision

### IB Mission statement

The International Baccalaureate® aims to develop inquiring, knowledgeable and caring young people who help to create a better and more peaceful world through intercultural understanding and respect.

To this end the organization works with schools, governments and international organizations to develop challenging programmes of international education and rigorous assessment.

These programmes encourage students across the world to become active, compassionate and lifelong learners who understand that other people, with their differences, can also be right.

### Ressu Mission statement

Ressu Comprehensive School aims to support the growth of children and young people into honest, responsible, cooperative, inquisitive individuals who value a variety of skills and are environmentally responsible. The school aims to provide the students with knowledge and skills as well as prepare them for further education. The school aims to support the development of social skills and healthy self-esteem. Students are encouraged to express themselves and to be creative thinkers, who respect and appreciate different cultures and worldviews.

### Ressu Vision

We aim to nurture fairness, empathy, respect, persistence and curiosity in our Ressu community. It is important to us that our students feel safe and valued. Our students leave from our small and safe community with a readiness to face the wider world: “From the provincial series to the top of the world league”.

# The MYP curriculum framework in Ressu Comprehensive

## Subject Groups and Subjects

Teaching and Learning take place in eight different subject groups and follows aims and objectives stated in the National Core Curriculum. Below you can find a table of all the subject groups and which group each subject belongs to.

Subject Group	Subject(s)
<b>Language and Literature</b>	 Finnish language and literature  Finnish as a second language (S2)
<b>Language Acquisition</b>	 B-stream English (Proficient English)  English  Swedish  French  Spanish
<b>Individuals and Societies</b>	 History  Religion  Ethics  Civics (MYP5)  Health Education
<b>Sciences</b>	 Biology  Geography  Physics  Chemistry
<b>Mathematics</b>	 Mathematics
<b>Arts</b>	 Visual Arts  Music
<b>Physical and Health Education</b>	 Physical and Health Education
<b>Design</b>	 Crafts and Design  Home Economics

## Interdisciplinary Units and Phenomena

Every semester each MYP student also takes part in a collaboratively planned interdisciplinary unit which in Finland is also known as multidisciplinary learning module or phenomenon. Each of these ID units should involve at least two subject groups. These units are embedded in everyday teaching and learning but the units may involve some Power Days when teaching and learning do not happen according to the normal schedules. All the exceptions in the normal schedule are informed beforehand in Wilma.



**#RESSU\_MOK7**

MULTIDISCIPLINARY LEARNING  
MODULE  
MONIALAINEN OPPIMISKOKONAISUUS

ILMAISUN VOIMA  
THE POWER OF PERFORMANCE

**DOKKINO**      **KAIKKI KUVAAI!**  
**EVERYONE FILMS!**



**#RESSU\_MOK8**

Monialainen oppimiskokonaisuus  
Multidisciplinary learning module

Vaikuttaminen  
Influencing

Äidinkieli Finnish      English      Kotitalous Home Economics  
Uskonto Religion      Terveystieto Health Education

**#RESSU\_MOK9**

Monialainen oppimiskokonaisuus  
Multidisciplinary learning module

**EETTISET DILEMMAT**  
**ETHICAL DILEMMAS**

USKONTO RELIGION ET  
BIOLOGIA BIOLOGY ETHICS  
TERVEYSTIETO HEALTH EDUCATION

**projektityö 2020**  
**personal project**

RESSUN PERUSKOULU RESSU COMPREHENSIVE

Työ oppilaan omavalintaisesta kiinnostuksen kohteesta.  
Mahdollisuus tehdä ja tutkia jotain, josta todella on kiinnostunut.  
Haaste, joka motivoi ja kiinnostaa oppilasta kehittämään taitojaan.

Project about student's own choice of interest.  
Opportunity to study and investigate something student is really interested in.  
Challenge which motivates the students to develop their skills.

**NÄYTTELY LAUANTAINA 21.3.**  
**EXHIBITION ON SAT, MARCH 21st**

## MYP Personal Project

By the end of the MYP, normally during the 9th grade, students are expected to complete a personal project. The estimated time used for the project is approximately 25 hours and it is done outside the normal school hours. The project work is based on student's own interest. The project contains inquiry, action and reflection. Each student will get their own supervisor who is a member of the staff. The student writes a report of his/her personal project and the total project is assessed according to the project specific criteria. During the spring term the personal project is presented, if possible, in a two-day long exhibition which is at the same time with the School's Open House Days. Due to latest circumstances the exhibitions have been lately held remotely. The personal project is mandatory for all the MYP students. Completing the personal project enables the student to obtain an attachment to their final report card.

Personal Projects will also go through an external moderation done by the IBO. Sample set of the projects with the reports are sent to external examiners through MYP eAssessment –platform.

## Service as Action

In Ressu each MYP student participates in a Service as Action Learning Experience at least once a year, meaning altogether at least three times during the MYP.

In order to develop inquiring, knowledgeable and caring young people who help to create a better and a more peaceful world, IB organization has made Service and Action a fundamental part of the curriculum. Action is learning by doing and experiencing. Service is part of action and it is where IB learners strive to be caring members of the local and global community, by demonstrating personal commitment to services that make a difference to the lives of others and the environment. Service as Action encourages students to involve in school-based activities, as well as local, national and international service projects. More information in the Service as Action Booklet and from the Service as Action –coordinator Selja Purovaara.

## Conceptual understanding

Concepts are used in teaching and learning to make connections between fragmented knowledge. There are 16 common key concepts for all the subjects and in addition to these common concepts each subject group has their own related concepts. Students and teachers can also come up with their own unit-specific concepts.

### MYP Key concepts

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

### Statements of inquiry

Each MYP unit has a central idea which is summarized in a statement of inquiry. These statements guide students in their inquiry during the units and give them the possibilities and tools to link the unit into a wider entity. The statement of inquiry includes the key concepts of the unit.

## Teaching and learning in Context

Teaching and learning are found to be more effective if students are able to find connections between their studies and their real experiences of the world.

Using global contexts students are able to develop an understanding of the common humanity and the shared planet.

IB has stated six common global contexts for MYP studies, but teachers and students can create also their own unit-specific contexts.

### MYP Global Contexts

- Identities and Relationships
- Orientation in Space and Time
- Scientific and Technical Innovations
- Globalisation and Sustainability
- Fairness and Development
- Personal and Cultural Expression

## ATL Skills and Aims for transversal learning competences

Students are guided in the development of their skills. The IB ATL skills are divided into six categories which are

<b>COMMUNICATION</b>	I communication
<b>SOCIAL</b>	II collaboration
<b>SELF MANAGEMENT</b>	III organization
	IV affective
	V reflection
<b>RESEARCH</b>	VI information literacy
	VII media literacy
<b>THINKING</b>	VIII critical thinking
	IX creative thinking
	X transfer

These ATL skills can be aligned with the seven transversal learning competences stated in the National Core Curriculum which are

- T1 Thinking and learning to learn
- T2 Cultural competence, interaction and expression skills
- T3 Managing daily life and taking care of oneself
- T4 Multiliteracy
- T5 ICT competence
- T6 Work life competence and entrepreneurship
- T7 Participation, involvement and building a sustainable future

### Ressu Skills –path

In Ressu we have combined the IB ATL-skills and national learning skills into a **Ressu Skills –path** for grades 1 to 9. MYP3 are at the level of practitioners and in MYP5 students strive to reach the highest point by being experts in the mentioned skills. Pedagogically important to remember that students are individuals and each of them can have their own individual plan for developing their skills and therefore the set achievement levels are just examples.

Students get feedback on these skills on regular basis. The feedback can be given using different methods. Most often used method for giving feedback is everyday discussions between teacher and student and classmates during the school day or lessons. Portfolio is also a good tool for receiving written feedback. Some subject discipline assessments include also space for skill assessment.

During the Autumn term student sets goals for their learning. These goals are reflected later in the beginning of the Spring term in a learning discussion which is held between the homeroom teacher, student and guardians.

## Assessment in the MYP

Ressu is an IB World School, but as being mainly a Finnish public school, the Ressu students get national grades on their report cards. The scale of the grades is from 4 (has not fulfilled the requirements) to 10 (Excellent performance). IB subject specific criteria are used as assessment tools. These criteria support the objectives of the subject and give students the understanding of their development and the requirements. The achievement levels of the criteria are from 0 (has not achieved) to 8 (has achieved the highest given descriptors). The IB assessment criteria support inquiry-based teaching and learning. The subject specific criteria are shared with the students annually in every subject.

At the end of comprehensive education our students do not get an official MYP report card, but the official Finnish final report card. In addition to the Finnish report card, the student will get an attachment to their report card. In this attachment it is stated that the student has studied in Ressu Comprehensive according to the IB framework and it includes also Personal Project Supervisor's comments on the student's project. In the attachment it is also informed if student has completed the required Service as action. Students studying in the English stream will also get a grade of their English language level according to the IB language phase Proficient.

Official IB Personal Projects Certificates arrive to the school during the following autumn and therefore students are recommended to fetch their certificates from the School Office.

Below you can see the subject specific criteria. The highest descriptor level of each criterion is 8 and 0 meaning not fulfilling any of the descriptor levels. More information about the use of criteria from the subject teachers.

### Subject specific criteria:

Language and Literature	A: Analysing B: Organizing C: Producing text D: Using language
Language acquisition	A: Comprehending spoken and visual text B: Comprehending written and visual text C: Communicating in response to spoken and/or written and/or visual text D: Using language in spoken and/or written form
Individuals and Societies	A: Knowing and understanding B: Investigating C: Communicating D: Thinking critically
Sciences	A: Knowing and understanding B: Inquiring and designing C: Processing and evaluating D: Reflecting on the impacts of science
Mathematics	A: Knowing and understanding B: Investigating patterns C: Communicating D: Applying mathematics in real-life contexts
PE	A: Knowing and understanding B: Planning for performance C: Applying and performing D: Reflecting and improving performance
Arts	A: Knowledge and understanding B: : Developing skills C: Thinking creatively D: Personal Engagement
Design	A Inquiring and analyzing B Developing ideas C Creating the solution D Evaluating

## Who to contact?

### Homeroom teachers

Each class has a homeroom teacher. Students meet their homeroom teachers once a week during the homeroom lesson. Homeroom teacher informs the students about the general issues and matters that need to be addressed. Guardians inform the homeroom teachers about child's absences or if there is something they want to discuss about their child's school attendance. If the child will be absent more than five days, the Exemption from School Work -application must be filled in and saved on Wilma.

### Subject teachers

Subject related discussions are done with the subject teachers. You can contact the subject teacher via Wilma. Parents' evening is held at least once during each academic year.

### School Secretary

School secretary will help you with Wilma credentials, school bus cards, student information issues etc. Phone: +358 9 310 82102

### Special needs teachers

Johanna Nuorteva works as the special needs teacher for the upper grade students. We encourage guardians to contact Johanna if you have any concerns about your child's school performance or possible learning difficulties.

### MYP Coordinator

Programme coordinator can be contacted in any IB MYP programme related matters Petra Grönros, Wilma or email: [petra.gronros@edu.hel.fi](mailto:petra.gronros@edu.hel.fi)

### School welfare services

All the students have the right to free welfare services.

The school nurse **Heini Liukkonen** guides students and families with child's physical health matters.

The students can also get support services from our school counsellor **Hannele Houston** and **school psychologist Eero Huhtanen**. The school counsellor and school psychologist can be contacted on matters related to mental well-being and behavior. The school counsellor has often been approached in the challenges of friendships. With the challenges of learning, student turns to a school psychologist. Contact can be made by the teacher or another adult, guardian or student in the

school.

Contact the members of the welfare team by phone or via Wilma. Contact information can be found from our school's webpage.

## ICT

All the students in the Helsinki city schools have their own o365/Google-account. This account and storage space is used for school work. Teams and GoogleClassrooms are important for sharing and handing in school work. All the upper grade students will get a computer from the school or will need a computer of their own. More information from our ICT-responsible, Juha Säämänen.

## Principals

Principals can be contacted in any school related matter, which requires principal's attention.

Principal, Leena Liusvaara

leena.liusvaara@hel.fi, phone: +358 9 310 82101

Assistant principal, Aliisa Ranta

aliisa.ranta@hel.fi, phone: +358 40 6672208

## Communication

Due to our strict privacy policy, we do not share staff members' personal contact information with the school community or with any outsiders.

Staff members should be contacted during office hours. The communication between the school and guardians is done mainly in the electric platform, Wilma. Teachers will also save lesson markings, exam schedules, and assessment scores on Wilma, as also communicate with students and guardians with messages.

Contact information can be found from our school's webpage.

You can follow our everyday school life and other current affairs from our school's webpage [ressuy.edu.hel.fi](http://ressuy.edu.hel.fi) or from our Facebook page Ressu Comprehensive.