



International Baccalaureate

Middle Years Programme





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From the Headmaster



It is my pleasure to welcome you to the International Baccalaureate Middle Years Programme (IB MYP) at Scotch College. In 2003, the school made one of the most significant and far-reaching decisions in its proud history - to implement the MYP, a programme which built upon the pre existing Primary Years Programme (PYP). The process of reform and reflection upon our teaching and learning has been embraced enthusiastically by staff and the College Council, and continues to be strongly supported in terms of human and financial resources. The MYP, for students at Scotch in Years Six to Ten, focuses on the development of the whole child, in the classroom and also in the world outside. It offers a framework that meets children's needs:

academic, social, physical, emotional and cultural.

Being a member school of the International Baccalaureate Organization connects Scotch College to a network of schools, and places innovative teaching pedagogy at the forefront of all teaching and learning. The philosophy underpinning the IBO fits with our local Curriculum Framework approach. All curriculum offered at Scotch College is based on the Western Australian Curriculum Framework, and complements the IBO which places students at the centre of their learning, encouraging the boys to become active and lifelong learners, cognizant of a changing global community.

The architects of the Middle Years Programme shared a common concern to prepare young people for the changing demands of life in the twenty-first century. MYP students are at an age when they are making the transition from early puberty to mid-adolescence: this is a crucial period of personal, social, physical and intellectual development, of uncertainty and of questioning.

The MYP has been devised to guide students in their search for a sense of belonging in the world around them. It also aims to help students to develop the knowledge, attitudes and skills they need to participate actively and responsibly in a changing and increasingly interrelated world. This means teaching them to become independent learners who can recognise relationships between school subjects and the world outside, and learn to combine relevant knowledge, experience and critical thinking to solve authentic problems.

We look forward to answering any questions you may have about the International Baccalaureate, and to your participation in this exciting education programme for the boys at Scotch College.

Revd A P Syme
Headmaster

The International Baccalaureate Organisation

The International Baccalaureate Organisation (IBO) is a non profit educational foundation based in Geneva, Switzerland. It offers schools three programmes:

- The Diploma Programme for students in the final two years of secondary school.
- The Middle Years Programme for students aged 11 to 16.
- The Primary Years Programme for students aged 3 to 12.

Through the authorisation and evaluation process the school's programme and teaching methodologies are audited against internationally established benchmarks. In the final year of the programme students receive an internationally recognised IB Statement of Results.

IBO mission statement

The International Baccalaureate Organisation 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 IBO works with schools, governments and international organisations 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.

The Middle Years Programme at Scotch College

The MYP:

- has strong links to the WA Curriculum Framework curriculum and philosophy.
- establishes integration across curriculum areas
- offers a balanced curriculum based on five areas of interaction
- aims to develop an understanding of the concept of internationalism
- establishes an internationally recognised standard as the basis for curriculum design and presentation
- serves as an excellent introduction to post compulsory study
- encourages the disposition and capacity to be lifelong learners
- encompasses problem-solving skills, practical skills and intellectual rigour
- instills the capacity and self-confidence to act individually and collaboratively
- creates an awareness of global issues and the willingness to act responsibly
- promotes respect for others and an appreciation of similarities and differences

Fundamental Concepts

Adolescents are confronted with a vast and often bewildering array of choices. The MYP is designed to provide students with the values and opportunities that will enable them to develop sound judgment. Learning how to learn, and how to evaluate information critically is as important as the content of the disciplines themselves.

From its beginning, the MYP has been guided by three fundamental concepts that underpin its development, both internationally and in individual schools:

- holistic learning
- intercultural awareness
- communication

These concepts form the basis for the MYP's curriculum framework, which is shared by different types of schools in all parts of the world. The fundamental concepts of the MYP are the guiding principles used in designing the curriculum and school activities.

Holistic learning

Holistic learning emphasises the links between the disciplines, providing a global view of situations and issues. Students become more aware of the relevance of their learning, and come to see knowledge as an interrelated whole. Students see the cohesion and the complementarity of various fields of study within and across each of the disciplines, which retain their own objectives and methodology.

Intercultural awareness

Intercultural awareness is concerned with developing students' attitudes, knowledge and skills as they learn about their own and others' social and national cultures. By encouraging students to consider multiple perspectives, intercultural awareness not only fosters tolerance and respect, but may also lead to empathy.

Communication

Communication is fundamental to learning, as it supports inquiry and understanding, and allows student reflection and expression. The MYP places particular emphasis on language acquisition and allows students to explore multiple forms of expression.

The Five Areas of Interaction

Areas of Interaction

Students are required to experience and explore each of the five Areas of Interaction in every year of the programme. They give the MYP its distinctive core. These areas are common to all disciplines and are incorporated into the MYP so that students will become increasingly aware of the connections between subject content and the real world. The MYP presents knowledge as an integrated whole, emphasising the acquisition of skills and self-awareness, and the development of personal values. As a result, students are expected to develop an awareness of broader and more complex global issues.

- **Approaches to Learning**

in which students take increasing responsibility for their learning.

- **Community and Service**

through which students become aware of their roles and their responsibilities as members of communities.

- **Human Ingenuity**

deals with the way in which human minds have influenced the world, for example, the way we are, think, interact with each other, create, find solutions to and cause problems, transform ideas and rationalize thought. It also considers the consequences of human thought and action.

- **Environment**

students develop an awareness of their interdependence with the environment so that they understand and accept their responsibilities.

- **Health and Social Education**

where physical, social and emotional health and intelligence are explored - key aspects of development leading to complete and healthy lives.

The Areas of Interaction are explored through the subjects, thereby fulfilling their integrative function. Some aspects, however, may also be approached as separate modules and interdisciplinary projects throughout the MYP. Student participation in the areas of interaction culminates in the Personal Project in the final year of the programme.

The IB Learner Profile

The aim of all IB programmes is to develop internationally minded people who, recognising their common humanity and shared guardianship of the planet, help to create a better and more peaceful world.

IB learners strive to be:

Inquirers - 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.

Knowledgeable - 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.

Thinkers - they exercise initiative in applying thinking skills critically and creatively to recognise and approach complex problems, and make reasoned, ethical decisions.

Communicators - 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.

Principled - 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.

Open-minded - 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.

Caring - 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.

Risk-takers - 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.

Balanced - they understand the importance of intellectual, physical and emotional balance to achieve personal well-being for themselves and others.

Reflective - 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.



The MYP Curriculum

This diagram represents the programme model of the MYP. The five areas of interaction connect the development of the individual (at the centre) with the educational experience in all subject groups (at the outer points of the octagon). These interactive areas are common to all disciplines with each subject developing general and specific aspects of the areas. In this way, the subject groups are also linked by the areas of interaction, demonstrating the interdisciplinary potential of the MYP. The five areas of interaction have no clear boundaries, but merge to form a context for learning that contributes to the student's experience of the curriculum.



The eight subject groups provide a broad, traditional foundation of knowledge, while the pedagogical devices used to transfer this knowledge aim to increase the students' awareness of the relationships between the subjects.

Language A

The programme encompasses the instrumental function of English through listening, viewing, speaking, reading and writing. It also includes the study of literature through a variety of periods and genres.

Language B

In Language B the development of reading, writing, listening and speaking skills is monitored to ensure that students become good communicators in their second language and acquire a deeper understanding of the culture of its native speakers.

Humanities

The aim of Humanities is to encourage students to gain and develop knowledge, conceptual understanding, research skills, analytical and communication skills. Students encounter a diverse range of contexts which are designed to further their understanding and appreciation of the disciplines of History, Geography, Politics and Economics. The Humanities units throughout the MYP endeavour to encourage students to respect and understand the world around them.

Sciences

The study of Biology, Chemistry, Physics, Earth Science aims to provide the student with both a body of knowledge and an understanding of the scientific approach to problem solving to effectively investigate and understand the natural world.

Arts

In addition to developing the student's own imagination and skills, the programme seeks to acquaint the student with the creations of artists. It organises learning of Visual Arts and performing arts around the creative cycle; a dynamic process of sensing, planning, creating and evaluating art, and one in which all the senses are involved.

Mathematics

Objectives include understanding of mathematical reasoning and processes, the ability to apply Mathematics and to evaluate the significance of the results, the ability to develop flexible strategies for problem solving and the acquisition of mathematical intuition.

Physical Education

Students are helped to develop the motor skills necessary to enable them to participate successfully in a variety of physical activities, and learn the benefits of a regular exercise regime. It provides opportunities for different forms of self-reflection, communication and team-work.

Technology

Students are given the opportunity to display ingenuity and creativity and to devise practical solutions to given tasks by following the design cycle of investigation, planning, creation and evaluation. At the same time, the area fosters awareness of the social and ethical implications of technological development. Taken as a whole, the curriculum provides a balanced education that will equip the students for effective participation in the modern world.

Assessment in the Middle Years Programme

Assessment in the MYP is criterion referenced, which means that teachers measure student attainment against specified criteria rather than against individuals in the class. At the end of the five years of the MYP, each student receives a final score and grade. This grade compares them to an international standard rather than the standard set by the particular class the student is placed in at Scotch College.

There are no external examinations in the MYP. The International Baccalaureate Organisation validates the standards of the school's assessment through a process of external moderation.

Focus on Achievement

Successful completion of the MYP programme, including the Personal Project, allows students to qualify for international certification, under the auspices of the International Baccalaureate Organisation. All students will receive an IBO Record of Achievement.

In addition, if a student has satisfied certain requirements, they will receive an IBMYP certificate.

SCOTCH COLLEGE



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