

International Baccalaureate Middle Years Programme

Years 7–10



INTRODUCTION



Our 21st century students are members of a global community connected through culture, economics, politics, technology and shared environmental concerns.

Students need to be informed, tolerant and ready to communicate with others.

Monte Sant' Angelo Mercy College has a

strong commitment to fostering international understanding and from 2007 has been the only Catholic school in NSW to offer both the International Baccalaureate Middle Years and Diploma Programmes.

The concept of internationalism builds on the fundamental Mercy philosophy embodied in the aims of the College: to act with compassion and a sense of justice, respect others and value diversity, demonstrate an appreciation of human dignity and show a commitment to the service of others, especially those less fortunate in the community, both local and global.

THE MIDDLE YEARS PROGRAMME

The International Baccalaureate Middle Years Programme (MYP) is a comprehensive educational framework designed for students aged 11 to 16. This period, encompassing early puberty and mid-adolescence, is a particularly critical phase of personal and intellectual development. Students at this stage require challenge, stimulation and increasing independence, matched with success, security and guidance.

The IB programme for this age group is designed to help students participate actively and responsibly in a changing and increasingly interrelated world. Learning how to learn and how to evaluate information critically is as important as learning facts. Students are taught to recognise the relationships between school subjects and the outside world and how to apply knowledge and skills to solve problems, both alone and in groups.

There are three fundamental concepts underpinning the MYP:

Intercultural Awareness is concerned with developing students' attitudes, knowledge and skills as they learn about their own and others' social and national cultures. It aims to not only foster tolerance and respect, but also lead to empathy and understanding.

Through **Holistic Learning** students are guided to realise that most real world problems require insights gained from a variety of disciplines and experiences. As they develop the skills of inquiry, students will understand the similarities and differences between various approaches to human knowledge.

Communication, both verbal and non-verbal, is essential as a vehicle to realise the aims of the MYP. A good command of expression in all of its forms is fundamental to learning as it supports understanding and allows student reflection and expression.

AIMS

The International Baccalaureate Middle Years Programme at Monte Sant' Angelo Mercy College:

- enhances and extends our Mercy values and tradition
- develops international perspectives for students living and learning in a global world
- recognises the significance of the middle years of education and provides a cohesive framework for the development of an holistic approach to curriculum in these
- develops in students a sense of personal and cultural identity and a respect for themselves and others
- encourages compassion, empathy and intercultural awareness
- promotes and develops student centred and inquiry based programmes of learning and encourages students to learn effectively both individually and in cooperation with others
- enables students to acquire knowledge, understanding and skills that will prepare them for life-long learning
- provides opportunity for meaningful links across subject disciplines in the teaching programme enabling students to recognise how subjects are connected and knowledge interrelated
- brings new opportunities for academic challenge for students including assessment of standards at an international level
- provides an added dimension to the state curriculum and the opportunity for students to receive dual recognition of their achievements
- enhances an established culture of innovation in education, and an interest in internationalism
- facilitates student mobility between states and countries
- guides students to communicate effectively in a variety of ways
- raises students' awareness of global issues around health, technology and the environment, and develops a sense of responsibility and action both at the individual level and as members of the global community

CURRICULUM FRAMEWORK

The Monte IB MYP provides an intensive study of eight subject areas approached through key concepts and global contexts which are central to the programme (see curriculum model, right). The IB MYP offers a flexible curriculum framework, allowing for the local curriculum requirements to be met.

This means the requirements of the MYP will be combined with the Board of Studies (BOS) requirements, fulfilling the aims of each. Students will be eligible to receive double accreditation (MYP Certificate and ROSA) at the end of Year 10.

While the independence and integrity of each subject is recognised and respected, the interrelatedness of them through cross-curricular study is encouraged.

THE EIGHT SUBJECT GROUPS

Language and Literature: English

Language Acquisition: French, German, Italian or Indonesian

Individuals and Society: History, Geography and Religion

Sciences: Biology, Chemistry, Physics

Mathematics: including number, algebra, geometry and trigonometry, probability and statistics, and discrete mathematics

Arts: Visual Arts and Performing Arts (Music and Drama)

Physical and Health Education: including health and fitness, individual and team sports

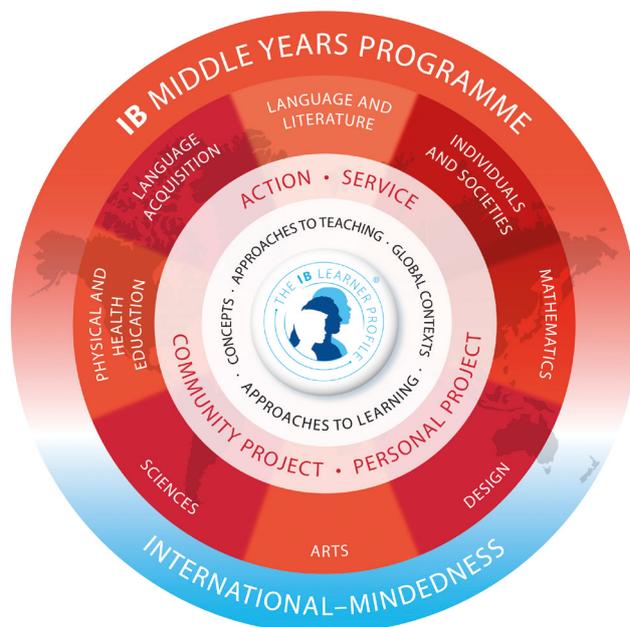
Design: using the technology design cycle as a tool to design, plan, create, and evaluate products and solutions.

GLOBAL CONTEXTS

Inquiring into subject content through a global context enables students to develop a deeper understanding of both the subject and its application in the real world. Repeated cycles of inquiry, action and reflection can lead students from academic knowledge towards practical understanding, developing positive attitudes towards learning as well as a sense of personal and social responsibility.

These global contexts are:

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



KEY CONCEPTS

The International Baccalaureate (IB) values education more as the transformation of personal understanding and the collaborative construction of meaning, and less as the transmission of knowledge and rote memorisation of facts. Consequently, conceptual understanding is a significant and enduring goal for teaching and learning in IB programmes.

Concepts have an essential place in the structure of knowledge. They require students to demonstrate levels of thinking that reach beyond facts or topics. Concepts are used to formulate the understandings that students should retain in the future; they become principles and generalisations that students can use to understand the world and to succeed in further study and in life beyond school.

PERSONAL PROJECT

In the final year of the programme, each student completes a Personal Project, a significant piece of work that is the product of the student's own initiative and creativity. Students apply the understandings acquired through one of the global contexts as well as Approaches to Learning skills. The Personal Project may be an essay, an artwork, musical composition or other form of expression. Under the supervision of a teacher, students will be involved in planning, research and a high degree of personal reflection as they complete their project.

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For additional information about the IB MYP refer to: www.ibo.org

