PENINSULA CLUSTER

Le Fevre High School is one of six schools that have been working together to implement the International Baccalaureate Middle Years Programme. The aim of our partnership is to cater for the special needs of our middle years students by providing an holistic approach to learning which promotes intercultural awareness and fosters an appreciation and understanding of themselves, others and the environment. Through developing students’ knowledge and understanding we hope to achieve our vision of developing successful learners and responsible citizens.

The IB Middle Years programme:

- Enables a smoother transition to secondary school.
- Provides the choice of a global education for students in the middle years.
- Enhances a curriculum coherence from years 6 to 10.
- Focuses on the needs of young adolescents.
- Encourages all students to be involved in community service.
- Emphasises a need for personal responsibility towards the environment.
- Provides a framework for cultural understandings.
- Promotes international peace, harmony and understanding.
- Develops learning strategies that empowers students and develops inquiring minds.
- Enables student to make informed choices to foster a healthy physical, emotional and social lifestyle.

THE MIDDLE YEARS PROGRAMME

The Middle Years Programme was originally developed by the International Baccalaureate Organisation for students from the ages of 10 to 16 and required that schools implementing the programme upheld internationally recognised standards.

The Middle Years Programme both enhances and supports our local curriculum, the SACSA Framework and teachers incorporate both aspects into their teaching and learning programmes.

Our students study the 8 areas of study as set out in the DECS Curriculum Documents.
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, respect and personal responsibility.

Holistic Learning

The MYP promotes the interrelatedness between all of the 8 areas of study and advances a holistic view of learning. Throughout the programme students recognise the relationships between school subjects and the world outside, and learn to combine relevant knowledge, experience and critical thinking to solve authentic problems.

Intercultural Awareness

MYP fosters understanding amongst young people around the world, enabling future generations to live peacefully and productively. 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 fostering tolerance, respect and empathy for others.

Communication

MYP considers communication fundamental to learning as it supports inquiry and understanding and allows student reflection and expression. Fundamental to this is the command of one’s own language. Through the learning of another language this can be extended and teach students an appreciation of different cultures and ways of thinking.

The Middle Years Programme is student centred.

The Areas of Interaction surrounding the student provide a framework for learning within and across traditional subjects. They allow connections between subjects and real-life issues.

SUBJECT AREAS
- Language A (English)
- Language B (Indonesian) (Kaurna)
- Humanities
- Science
- Mathematics
- Arts
- Physical Education

AREAS OF INTERACTION

Approaches to Learning:
Skills are developed to lead to independent thinking, decision making and problem solving, both individually and in working with others.

Students become aware of how they learn best and can apply these strategies in life long situations.

Community and Service:
Community and Service begins in the classroom and extends beyond, developing community awareness and a sense of responsibility. Student’s own wellbeing and sense of empowerment is enhanced through identifying issues and working to help solve problems.

Environments:
Students develop awareness of their interdependence with the natural world, so that they take positive, responsible action for the future.

Health and Social Education:
Students learn how to make informal decisions which will enable them to maintain healthy physical, emotional and social lifestyles.

Human Ingenuity:
Students learn to appreciate and put into practise the human capacity to influence, transform, enjoy and improve the quality of life. Students are encouraged to solve problems.