

# Exploring

# Middle

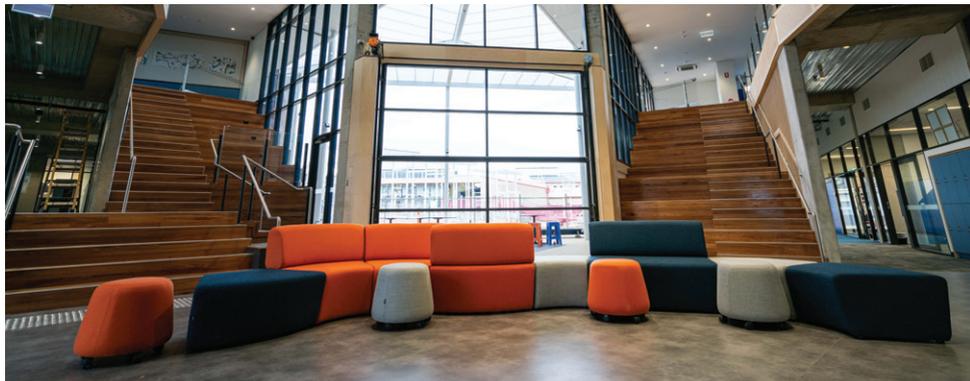
# School

We are **One**. We are **Pedare**.



**PEDARE**

# Exploring Middle School



The Middle School at Pedare presents an exciting time in the development of independent learners, as students navigate the transition from childhood to adolescence. We understand the vital importance of providing a nurturing and supportive environment for students in the Middle Years of education.

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In the Middle School we have a strong focus on innovative and authentic learning opportunities that develop student agency, leadership and independence. We facilitate learning experiences that guide students to become more aware of their world and channel their interests with practical and collaborative opportunities.

Middle School is a time when:

- personal values and beliefs emerge, and independent learning patterns are established
- students are challenged to become successful, self-motivated learners and develop confidence, responsibility, self-reliance and independence in their personal lives

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- higher order thinking develops with teacher encouragement
- opportunities are presented for co-curricular activities that build resilience and challenge students through outdoor education experiences, community service, excursions and group projects which require commitment and accountability
- elective subjects are introduced as students begin to design their own curriculum
- students are encouraged to develop leadership skills and a sense of service to their community within the College and further afield.

The Middle School approach focusses on students having an impact, contributing positively to their local and global community through opportunities that we facilitate.

We foster a culture of self-directed, student-centred and student-led learning, growing students to be high-capacity leaders and creative thinkers.

Strong, nurturing, positive relationships are the cornerstone to learning at Pedare, with authentic community and true collaboration providing strong foundations.

Our focus is on the learner; therefore, we provide:

- core class teachers who work closely and build strong relationships with students and their families
- a broad, innovative, future-focussed curriculum
- service-learning opportunities
- leading and sophisticated technology
- purpose built, Middle Years focussed centre for collaborative learning (includes; Aquaponics, Launch Room, Robotics, Lego, Green House, Green Room and more).
- access to specialist food technology, design and technology centre and science labs
- a well-equipped Sports Centre
- structured and flexible learning spaces

Our expert staff allocated to the students include:

- specialist Middle Years teachers (in addition to specialist subject teachers)
- Head of IB MYP (International Baccalaureate, Middle Years Program)
- Community Coordinators
- Assistant Head of Middle School
- Head of Middle School

# Embracing change

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Pedare's vision for learning recognises that this is an age of unprecedented change. Schools today have the responsibility to prepare students to thrive by providing an environment for learning that is authentic and engaging. We are fortunate to enjoy a purpose-built Middle School that focuses on innovative learning spaces that inspire student creativity and independent learning. State-of-the-art facilities will ensure that Pedare is well placed for the educational needs of students into the future. In this learning environment the individual interests and abilities of students are recognised, while providing choice and adapting to their learning styles, within a well-designed, and well-structured environment.

# Wellbeing

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Learning and wellbeing are closely linked. Children perform better in the classroom when they are happy and able to establish meaningful relationships. The journey through Pedare's Middle School begins with a child feeling secure and 'at home' at school and we promote the wellbeing and resilience of our students by engaging, inspiring and empowering them to strive beyond their perceived limits in learning and life. Pedare's wellbeing model has been developed to support the Australian student wellbeing framework and aims to build positive learning environments and integrate Positive Education into all facets of teaching and learning.

# Strong relationships and support

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A community's strength is dependent on maintaining healthy relationships and providing guidance and support when needed. The Community Coordinators support this within the Pedare community, overseeing the wellbeing of all students.

The Pastoral Care team consists of Home Group teachers, a Community Coordinator, Student Counsellors, a Chaplain and the Assistant Head of Middle School. The first point of contact between home and school is the Home Group teacher, who will ensure that all matters are followed up by the appropriate person. Parents are encouraged to work closely with their child's Home Group teacher and Community Coordinator.

We know that children learn well with encouragement, support and security. As students grow, with guidelines and expectations which provide a framework for their behaviour, they develop from a world-view centred on self and family, to one in which they look to the needs of others. Young children need clarity about what is right and wrong, and caring adults to help them when they fail to be the best they can be.

At Pedare we strive to ensure that the curriculum can meet the needs of every student so that success and pride in achievement helps promote positive behaviour.

# A backdrop of faith

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At Pedare, we understand that faith is an individual's choice, and students are presented with the Christian message of hope. During Worship, Assemblies and Christian Life lessons, faith is discussed and challenged, and Bible knowledge enhanced.

Christian perspectives will appear in subjects that naturally facilitate such ideas and a Christian approach to life and relationships will permeate interactions.

# Leadership

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Throughout the College there are various leadership opportunities for students who are interested in contributing in a more active way to the well-being of their fellow students.

Pedare encourages the development of leadership in all students, who are expected to present themselves and the College to the wider community in the best possible ways, and to be models for younger students.

- Pedare Student Voice (PSV) provides a voice for the student body. Student representatives are elected from Home Groups and meet with the Community Service Captains to contribute to the leadership of the College. They serve by expressing needs and ideas for the welfare of all students. They develop leadership skills and knowledge whilst working for the betterment of others.
- Year 9 Leadership Team consists of:
  - o Two Middle School Captains who lead the team and represent the College at formal functions
  - o Two Community Service Captains who lead the Pedare Student Voice and explore opportunities for Community Service within the Middle School
  - o Community Captains who work with the Community Coordinators to organise Community events



**About the  
International  
Baccalaureate  
Organisation (IBO)  
Middle Years  
Programme (MYP)**

# Pedare Christian College and the International Baccalaureate

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Pedare Middle School students (Years 6 to 9) follow the highly acclaimed Middle Years Programme of the International Baccalaureate Organisation. In line with the International Baccalaureate Mission Statement, Pedare values education that goes beyond academic development. The College encourages students to develop awareness beyond the individual and his or her immediate community. The MYP is designed for students aged 11 to 16. It provides a framework of learning which encourages students to become creative, critical and reflective thinkers. The MYP emphasizes intellectual challenge, encouraging students to make connections between their studies in traditional subjects and to the real world. It fosters the development of concept-based learning, skills for communication, intercultural understanding and global engagement, qualities that are essential for life in the 21st century. The Middle Years Programme is about preparing students to be successful in school and to be active, lifelong learners.

# The Learner Profile

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A major feature of the MYP is the IB Learner Profile.

It describes a broad range of human capacities and responsibilities that go beyond academic success. Such as the learning attributes or characteristics that creative, internationally minded students need to develop.

Using the Learner Profile, the IB aims to develop learners who are:

- Inquirers
- Knowledgeable
- Thinkers
- Communicators
- Principled
- Open-minded
- Caring
- Risk-takers
- Balanced
- Reflective



# Curriculum and Learning

## Class structure

Our Middle School class structure is designed to offer the nurture and care from a Junior School and gently supporting our learners to be able to cope with greater independence and opportunities as they move towards Senior School. Our Year 6 and 7 students spend a significant portion of their day with one Core teacher, with a strong focus on relationships and care.

As our students move into Year 8, they move into our Dual-Core model and are exposed to various specialist teachers, still spending a significant portion of their day with two key teachers. Finally, moving into Year 9 where the learning journey is designed to prepare students for their Senior School years ahead.

### Year 6:

one main Core class teacher; specialist teachers for languages, Arts and PE. All students do both Mandarin Chinese and German. Year 6 students study Music and Integrated Arts, incorporating Visual Arts.

### Year 7:

one main Core class teacher; specialist teachers for languages, Arts, Technology and PE.

### Year 8:

two Dual-Core class teachers; specialist teachers for languages, Arts, Technology and PE.

### Year 9:

students are placed in a Core class, but have a wide variety of specialist subject teachers, in preparation for Senior School. They start to choose from electives in Year 9 to focus on their strengths and interests.

# Reporting

Pedare engages with our community in a Continuous Reporting model throughout the year to ensure we can provide timely and high impact feedback to support individual progress.

At the conclusion of Semester One & Two a Statement of Results will be sent to Parents/Caregivers. Parent/Teacher/Student Interviews take place in Terms Two and Three.

Parent/Caregiver communication is encouraged and often occurs informally via email or phone.



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