

EDMONTON PUBLIC SCHOOLS

February 22, 2000

TO: Board of Trustees

FROM: E. Dossdall, Superintendent of Schools

SUBJECT: International Baccalaureate Middle Years Programme

ORIGINATORS: S. Busby, Principal, Westglen
M. Caley, Principal, Glenora
B. Maskell, Principal, Victoria
R. Preece, Principal, Grovenor
H. Saumer, Principal, Coronation
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RESOURCE
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INFORMATION

The International Baccalaureate Middle Years Programme in Edmonton Public Schools provides an exceptional choice for students who are seeking a challenging, enriched academic program. It is designed for students who are between the ages of 11 and 16 years of age. The program was introduced into Edmonton Public Schools in September 1996, as a seven-school partnership.

The participating partner schools are five neighbouring elementary schools – Coronation, Glenora, Grovenor, Lynnwood and Westglen. Westminster Junior High School continues the program in grades 7, 8 and 9. Students complete the program in grade 10 at Victoria School of Performing and Visual Arts, which offers the complete program from Grades 6 to 10. This seven-school partnership received its official authorization from the International Baccalaureate Organization in June 1999. This program is only one of two authorized programs in Western Canada.

The IB Middle Years Programme is now well established and enjoys a growing enrollment with 730 students in all seven-partner schools. Staff in the seven schools collaborate to provide continuity of instruction and commonality of programming. Implementation of this program has resulted in increased communication among teachers in the program in each school and among the partner schools. The increased liaison has also facilitated a smoother transition for students as they move from elementary school to junior high school and from junior high school to senior high school.

Students in the IB Middle Years Programme meet curriculum requirements as mandated by Alberta Learning as well as the IB Middle Years Programme aims and objectives. The program offers an approach to teaching and learning that emphasizes a holistic view of

knowledge. The program is academically rigorous and engages students in a thorough study of the traditional eight subject disciplines which include English language arts, a language other than English, humanities, mathematics, science, physical education, arts and technology. The five Areas of Interaction, which are at the forefront of the program, are themes which are embedded in each subject and provide the connections to interrelate the subjects. The five Areas of Interaction are Approaches to Learning, Environment, Health and Social Education, Homo Faber - man's inventive nature, and Community Service.

Students in the program develop an effective command of language as a means of communication and learn to appreciate the richness and power of expression. In addition to their study of English language arts, students in the program study a language other than English.

Through its emphasis on internationalism and global awareness, the program fosters students' understanding and promotes respect for their own and others' cultures. Throughout the program, students investigate a variety of current local and global issues related to the environment, health and social concerns. The IB Middle Years Programme challenges the students to extend their awareness of these issues by asking them to pose possible solutions, and further, to act upon their proposed solutions when possible.

Successful completion of the fifth year results in the awarding of an IB Middle Years certificate. There is no external examination structure established for IB Middle Years students—rather, specific examples of student work are assessed internally by teachers and submitted to the International Baccalaureate Organization for moderation. One of the requirements for receiving an IB Middle Years certificate is the completion of a Personal Project. This is an extended piece of work which allows students to show the skills they have developed in their subjects and demonstrates their involvement with the Areas of Interaction.

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