



SHA TIN
COLLEGE



YEARS 7-9 PROSPECTUS

International Baccalaureate
Middle Years Programme



We challenge our students to
make meaningful contributions to the world.

Mission Statement

IB Mission Statement

The International Baccalaureate® 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 organisation 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.

Sha Tin College Purpose and Values

We challenge our students to make meaningful contributions to the world.



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Introduction

Our Years 7 to 9 students follow the IB Middle Years Programme (MYP), offering a challenging and practical learning framework that supports students' transition and integration into the secondary school community, building a solid foundation of critical thinking and global mindedness for the middle and senior years. Guided by our core values—Be Curious, Be Responsible, Be Inclusive, and Be Generous—we nurture inquiry, self-confidence, and open-mindedness. Our students develop into creative thinkers and compassionate individuals who aspire to make a positive impact on their communities.



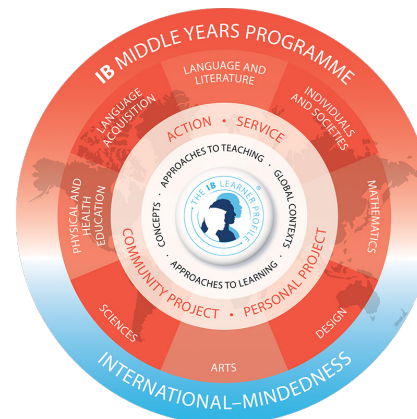
The MYP curriculum is concept- and skills-based, encouraging students to connect their learning to real-world scenarios while preparing them for an ever-changing landscape. Our diverse curriculum, led by dedicated staff, allows students to explore new passions and develop essential skills.

Community service is integral to the MYP, culminating in the Year 9 Community Project, where students collaborate to address local issues. This project not only develops empathy but also fosters a sense of social responsibility.

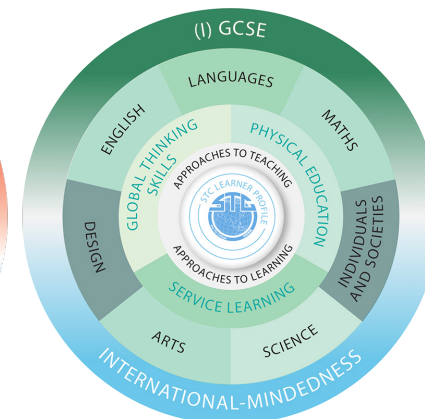
Additionally, we prioritise holistic development by offering a wide range of extracurricular activities, from sports to the arts, that complement academic learning. These programmes encourage teamwork, resilience, and leadership, further preparing students as they progress to I/GCSE courses and the IB Diploma or Careers Programme in Years 12 and 13.

At Sha Tin College, we are committed to creating well-rounded individuals who are not only academically proficient but also equipped with the values and skills necessary to thrive in a global society. We look forward to supporting our students on their educational journeys, ensuring they leave as confident, compassionate, and capable global citizens.

Years 7-9



Years 10-11



Years 12-13



The IB Middle Years Programme Overview

The IB MYP is an academically rigorous programme, aiming to challenge students, and encourage them to make connections between their learning in different subject areas, and to real-world scenarios. The curriculum is concept-based, which allows students to transfer information from one context to another, and enables a deeper understanding. It is also skills-based, which empowers students by ensuring they are ready to face an ever-changing world. As an international school, Sha Tin College aims to nurture globally engaged students, with a strong sense of intercultural understanding.

We are proud to offer a diverse and broad curriculum that includes a wide variety of subjects, allowing students to work with specialist teachers to discover new passions, to develop important skills and nurture personal growth. For more information about the specific subject areas, see overviews below.

Meaningful participation in service is required for all Middle School students, as we aim to develop empathy and kindness. The culmination of the Middle Years Programme is the Community Project which occurs in Year 9. Students work in small groups to take action against an issue they identify within their local community.

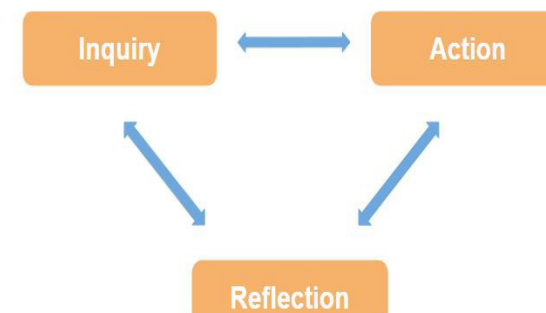
The Middle Years Programme is part of the IB Learning Continuum, therefore students coming from schools delivering the Primary Years Programme (all ESF Primaries) will be familiar with the terminology and style of learning. The IB MYP will be a thorough grounding for students as they progress into the Senior School and continue their studies with their (I)GCSE courses in Years 10 and 11, followed by the IB Diploma Programme or IB Careers Programme in Years 12 and 13.



Inside an IB MYP Classroom

Inquiry - Action - Reflection

Learning and teaching at STC grows from an understanding of education that celebrates the many ways people work together to construct meaning and make sense of the world. Our learning experiences emphasise the importance of asking (inquiry), doing (action) and thinking (reflection); this leads towards open classrooms where different views and perspectives are valued. We work hard to prepare a community of learners to engage with complex global challenges through learning experiences framed by inquiry, action and reflection.



Conceptual Understanding

We are thoughtful in how we design purposeful and challenging learning experiences that provide opportunities for our learners to explore different contexts, make connections, and deepen their understanding within and across their subjects; the IB MYP Key Concepts, Related Concepts and Global Contexts provide the framework to do this. At STC we are consistently reviewing and developing our units of inquiry within each of the subject areas around a range of ideas and issues that are personally, locally, nationally, internationally and globally significant.

Approaches to Learning (ATLs)

At STC Years 7-9 learners are supported and challenged to develop Approaches to Learning through units of inquiry in each of their IB MYP subjects. The skills are relevant across the curriculum, and help them to 'learn how to learn'. ATL skills provide a solid foundation for learning independently and with others. They give students strategies to help prepare for and demonstrate learning through, meaningful assessment, and provide a common language that students and teachers can use to reflect on and articulate on the process of learning. ATL skills empower students to succeed in meeting the challenging objectives of MYP subject groups and prepare them for further success in our learning pathways at STC and beyond.

ATL skill categories	MYP ATL skill clusters
Communications	I. Communications
Social	II. Collaboration
Self-management	III. Organisation
	IV. Affective
	V. Reflection
Research	VI. Information literacy
	VII. Media literacy
Thinking	VIII. Critical thinking
	IX. Creative thinking
	X. Transfer

Service and Action

Service and action is an important and developing area of the IB MYP at Sha Tin College. This core component of the IB MYP encourages students to develop their understanding of the world around them and to take action to make a positive difference in their communities. Through service and action, students are able to explore their passions, discover and embrace challenges, values that are central to Sha Tin College.

In addition to Service as Action opportunities in Years 7 and 8, Year 9 students participate in the IB MYP Community Project which is designed to encourage them to engage with the local community and to take action to make a difference, using the interests, knowledge and skills they have gained throughout their learning journey at Sha Tin College. This project provides students with another opportunity to develop their leadership skills and to work collaboratively with their peers; and, this will help support students to prepare for service learning projects in the senior school learning pathways.



Assessment

At Sha Tin College, we place great emphasis on assessment as a partnership between teachers and students. This collaborative approach is designed to help students take ownership of their learning and develop important skills and abilities. Assessment is ongoing and takes a variety of forms, including performance tasks, written assignments, and presentations. The assessments are designed to reflect real-world contexts and are therefore more authentic and meaningful for students. The variety of assessments used helps to ensure that all students are able to demonstrate their learning and understanding in the ways that best suit their individual strengths. Feedback is an integral part of the assessment process at Sha Tin College. Teachers provide regular, constructive feedback to students to help them understand what they have done well and where they need to improve. This helps students to grow and develop as learners and makes the assessment process more meaningful for them.

At the end of each unit of inquiry, students complete summative assessments that are designed to measure their understanding of the key concepts and skills taught in that unit. These assessments are based on subject-specific criteria that are public, shared in advance, and precise. This helps students to understand what is expected of them and enables them to focus their efforts on the areas that are most important for their learning and skills progression.

There are a number of ways learning progression is communicated to parents throughout a school year; these include, viewing feedback from teachers via Google Classroom, Parent-Teacher Conferences, and Term 1 and Term 3 report cards.

Overview of Subjects

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There are nine subject areas that learners engage in at STC:

Language and Literature (English and Chinese)
Language Acquisition (Chinese and French)
Individuals and Societies
Sciences
Mathematics
Physical and Health Education
Design (Digital, Food and Product)
Arts (Music, Theatre, Visual Arts)
Wellbeing

The overview, objectives and strands for each subject area are outlined below.



Language Options at Sha Tin College

All IB MYP 7-9 students at STC study two languages. All students take English Language and Literature, and in addition they select either

Option 1: Chinese Language and Literature

Option 2: Chinese Language Acquisition

Option 3: French Language Acquisition

Our language options align with the expectations of the Middle Years Programme and the Sha Tin College Language Policy with the focus of a continued commitment to student development of language and multiliteracies, ability to communicate in a variety of modes in more than one language, to understanding different cultures through languages and becoming a global citizen.

We feel that it is important to offer the students a choice when it comes to studying a language and encourage them to consider their personal interests, excitement to learn, connections to the language, and their future academic pursuits. We provide students the opportunity to select either a European language (French) or an Asian language (Chinese) which the student will typically study for the entire MYP. The chart below demonstrates the typical language pathways a student at Sha Tin College will take:



LANGUAGE PATHWAYS

	LANGUAGE AND LITERATURE		LANGUAGE ACQUISITION
IBMYP (YEARS 7-9)	ENGLISH	CHINESE	• CHINESE • FRENCH
I/GCSE (YEARS 10-11)	ENGLISH LANGUAGE & ENGLISH LITERATURE	FIRST LANGUAGE CHINESE	• FRENCH LANGUAGE & CULTURE (BEGINNERS) / • FRENCH AS A FOREIGN LANGUAGE / • CHINESE AS A SECOND LANGUAGE / • MANDARIN CHINESE
IBDP (YEARS 12-13)	LANGUAGE A - STUDIES IN LANGUAGE & LITERATURE • LANGUAGE & LITERATURE SL/HL • LITERATURE SL/HL	LANGUAGE A - STUDIES IN LANGUAGE & LITERATURE • LANGUAGE & LITERATURE SL/HL • LITERATURE SL/HL	• LANGUAGE B SL/HL OR • AB INITIO: LANGUAGE SL (*FOR STUDENTS WHO WISH TO STUDY NEW LANGUAGE IN YEARS 12/13)

* THIS TABLE DEMONSTRATES TYPICAL PATHWAYS. STUDENTS WILL BE GUIDED TO ENSURE THAT THEIR PATHWAY IS SUITABLY CHALLENGING.



Language and Literature

The aims of MYP Language and Literature are to encourage and enable students to:

- use language as a vehicle for thought, creativity, reflection, learning, self-expression, analysis and social interaction
- develop the skills involved in listening, speaking, reading, writing, viewing and presenting in a variety of contexts
- develop critical, creative and personal approaches to studying and analysing literary and non-literary texts
- engage with text from different historical periods and a variety of cultures
- explore and analyse aspects of personal, host and other cultures through literary and non-literary texts
- explore language through a variety of media and modes
- develop a lifelong interest in reading
- apply linguistic and literary concepts and skills in a variety of authentic contexts.

English

In Years 7-9, we aim to expose students to a variety of texts, both visual and written, from different historical periods and cultures, so that students develop critical, creative and personal approaches to the study of English. At each year level, students are encouraged to develop their public speaking skills through a range of fun and real-world contexts. From Year 7, students are taught to write analytically and this skill is reinforced, and becomes more challenging, as they move up the school.

To explore their imagination and creativity, students regularly have the opportunity to write in many different forms from poetry and short stories to more transactional writing such as newspaper articles and speeches. They are encouraged to use a variety of technological platforms to demonstrate their learning such as Google Earth Tours, videos and Google sites. Learners have opportunities to choose how they demonstrate their knowledge and understanding through a variety of assessment types. For some units of inquiry, students are supported and challenged to create e-learning portfolios which further enable them to reflect on their choices and learning progression. We foster a sense of pride in student learning and students are expected to regularly review and amend work in light of targets given.

There is an expectation that, as well as completing daily independent reading of both fiction and non-fiction texts outside of the classroom, students will study a lengthy novel at each year level and, through this, they will explore a number of important global issues. In order to support technical accuracy in their writing, students are explicitly taught grammar in context so that they understand the function and effect of the language that they use, enabling them to express themselves in a confident manner.

Chinese

The Chinese Language and Literature course helps students to develop an appreciation of the nature of Chinese language and literature, and of its power and beauty. They will be encouraged to recognize that proficiency in language is a powerful tool for communication in all societies. Furthermore, language and literature incorporates creative processes and encourages the development of imagination and creativity through self-expression in speaking and writing. The MYP Chinese language and literature also equips students with linguistic, analytical and communicative skills to develop understanding Chinese literature work across history and social contexts.

Objectives and Strands for English and Chinese Language & Literature

Objectives	Strands
A. Analysis	i. analyse the content, context, language, structure, technique and style of text(s) and the relationship among texts ii. analyse the effects of the creator's choices on an audience iii. justify opinions and ideas, using examples, explanations and terminology iv. evaluate similarities and differences by connecting features across and within genres and texts.
B. Organising	i. employ organisational structures that serve the context and intention ii. organise opinions and ideas in a sustained, coherent and logical manner iii. use referencing and formatting tools to create a presentation style suitable to the context and intention
C. Producing Text	i. produce texts that demonstrate insight, imagination and sensitivity while exploring and reflecting critically on new perspectives and ideas arising from personal engagement with the creative process ii. make stylistic choices in terms of linguistic, literary and visual devices, demonstrating awareness of impact on an audience iii. select relevant details and examples to develop ideas.
D. Using Language	i. use appropriate and varied vocabulary, sentence structures and forms of expression ii. write and speak in a register and style that serve the context and intention iii. use correct grammar, syntax and punctuation iv. spell, write and pronounce with accuracy v. use appropriate non-verbal communication techniques.

Language Acquisition

The aims of MYP Language Acquisition are to encourage and enable students to:

- gain proficiency in an additional language while supporting maintenance of their mother tongue and cultural heritage
- develop a respect for, and understanding of, diverse linguistic and cultural heritages
- develop the student's communication skills necessary for further language learning, and for study, work and leisure in a range of authentic contexts and for a variety of audiences and purposes
- enable the student to develop multiliteracy skills through the use of a range of learning tools, such as multimedia, in the various modes of communication
- enable the student to recognize and use language as a vehicle of thought, reflection, self-expression and learning in other subjects, and as a tool for enhancing literacy
- offer insight into the cultural characteristics of the communities where the language is spoken
- encourage an awareness and understanding of the perspectives of people from their own and other cultures, leading to involvement and action in their own and other communities
- foster curiosity, inquiry and a lifelong interest in, and enjoyment of, language learning.

Chinese

The study of Chinese language in the MYP provides students with the opportunity to develop insights into the features, processes and craft of the Chinese language and the concept of Chinese culture, and to realise and understand the Chinese ways of living, behaving and viewing the world.

The Chinese language acquisition subject-group objectives represent some of the essential processes of language and have been organised under four communicative processes. They are Listening, Reading, Speaking and Writing. However, to be multiliterate not only requires an understanding of spoken, written and visual text but also an understanding of the interplay of these various modes in a text. These various modes must all be understood in combination with each other and are increasingly combined and integrated to construct meaning. At STC, we help the current generation of students to be equipped with a variety of literacy skills and to have an awareness of increasingly complex and diverse linguistic and cultural contexts in which to communicate and negotiate meaning.



French

French classes are highly interactive based on authentic, multimodal documents. We foster a sense of wonder, enthusiasm and curiosity and we try to give students confidence in their language skills by practising them constantly. Classes are based on communication and collaboration as we try to incorporate different other soft skills like critical thinking, problem solving, public speaking, team working.

At Sha Tin College, we place great importance on embracing technology in our classroom practices. The one-to-one laptop programme provides students with access to interactive softwares such as Education Perfect, The LanguageGym and This is Language. We participate in different language competitions - be it online or face to face. Every year we participate in the AFLE French Speech Competition with fantastic success and have numerous champions every year. We also participate in the Poster Competition and the Dictation.

Objectives and Strands for Chinese and French Language Acquisition

Objectives	Strands
A. Listening	i. identify explicit and implicit information (facts, opinions, messages and supporting details) ii. analyse conventions iii. analyse connections.
B. Reading	i. identify explicit and implicit information (facts, opinions, messages and supporting details) ii. analyse conventions iii. analyse connections.
C. Speaking	i. use a wide range of vocabulary ii. use a wide range of grammatical structures generally accurately iii. use clear pronunciation and intonation in comprehensible manner iv. communicate all the required information clearly and effectively.
D. Writing	i. use a wide range of vocabulary ii. use a wide range of grammatical structures generally accurately iii. organise information effectively and coherently in an appropriate format using a wide range of simple and some complex cohesive devices iv. communicate all the required information with a clear sense of audience and purpose to suit the context.

Individual and Societies

Individuals and societies encourages learners to respect and understand the world around them and equips them with the necessary skills to inquire into historical, contemporary, geographical, psychological, economic, religious, and cultural factors that have an impact on individuals, societies and environments. Studies in individuals and societies are essential for developing an understanding of the human story, empathy, and international-mindedness, including the idea that “other people, with their differences, can also be right” (IB mission statement). At Sha Tin College, we aim to provide learners with authentic educational opportunities incorporated into the five principle “I&S Elements”:

- Taking action, service learning, and advocacy
- Learning experiences beyond the classroom
- Integration of UN Sustainable Development Goals
- Presenting work to wide audiences
- Practising international mindedness

The aims of MYP individuals and societies are to encourage and enable students to:

- appreciate human and environmental commonalities and diversity
- understand the interactions and interdependence of individuals, societies and the environment
- understand how both environmental and human systems operate and evolve
- identify and develop concern for the well-being of human communities and the natural environment
- act as responsible citizens of local and global communities
- develop inquiry skills that lead towards conceptual understandings of the relationships between
- individuals, societies and the environments in which they live.



Objectives and Strands

Objectives	Strands
A. Knowledge and Understanding	i. use terminology in context ii. demonstrate knowledge and understanding of subject-specific content and concepts through descriptions, explanations and examples.
B. Investigating	i. formulate a clear and focused research question and justify its relevance ii. formulate and follow an action plan to investigate a research question iii. use research methods to collect and record relevant information iv. evaluate the process and results of the investigation.
C. Communicating	i. communicate information and ideas using an appropriate style for the audience and purpose ii. structure information and ideas in a way that is appropriate to the specified format iii. document sources of information using a recognised convention.
D. Thinking Critically	i. discuss concepts, issues, models, visual representation and theories ii. synthesise information to make valid arguments iii. analyse and evaluate a range of sources/data in terms of origin and purpose, examining values and limitations iv. interpret different perspectives and their implications.

Sciences

In the MYP, science comprises elements of the traditional subjects of biology, chemistry, and physics as well as broader branches of science such as environmental and health science.

The study of science aims to provide students with not only a body of knowledge but also the understanding and skills necessary to solve problems scientifically. Formulating hypotheses, designing, carrying out, and then evaluating the results of experiments constitutes the framework within which specific content is learnt.

Students are also encouraged to relate the content of the classroom and laboratory to the realities of life as they develop critical thinking and problem-solving skills.

Learning activities at Sha Tin College include experiments, research assignments, and science fair projects and competitions. Some activities are carried out individually, while group activities help to develop social and communication skills. Information and communication technology plays a central role – the use of interactive data-logging apparatus, digital imaging equipment, laptops, the internet, and web-based forums all enhance the teaching and learning of science.

The aims of MYP sciences are to encourage and enable students to:

- understand and appreciate science and its implications
- consider science as a human endeavour with benefits and limitations
- cultivate analytical, inquiring, and flexible minds that pose questions, solve problems, construct explanations and judge arguments
- develop skills to design and perform investigations, evaluate evidence and reach conclusions
- build an awareness of the need to effectively collaborate and communicate
- apply language skills and knowledge in a variety of real-life contexts
- develop sensitivity towards the living and non-living environments
- reflect on learning experiences and make informed choices



Objectives and Strands

Objectives	Strands
A. Knowledge and Understanding	i outline scientific knowledge ii apply scientific knowledge and understanding to solve problems set in familiar situations and suggest solutions to problems set in unfamiliar situations iii interpret information to make scientifically supported judgments.
B. Inquiring and Designing	i outline an appropriate problem or research question to be tested by a scientific investigation ii outline a testable prediction using scientific reasoning iii outline how to manipulate the variables, and outline how data will be collected iv design scientific investigations.
C. Processing and Evaluating	i present collected and transformed data ii interpret data and outline results using scientific reasoning iii discuss the validity of a prediction based on the outcome of the scientific investigation iv discuss the validity of the method v describe improvements or extensions to the method.
D. Reflecting on the impacts of science	i summarise the ways in which science is applied and used to address a specific problem or issue ii describe and summarise the various implications of using science and its application in solving a specific problem or issue iii apply scientific language effectively iv document the work of others and sources of information used.

Mathematics

The study of Mathematics promotes a powerful universal language, analytical reasoning and problem-solving skills that contribute to the development of logical, abstract and critical thinking. Mathematics can help make sense of the world and allows phenomena to be described in precise terms. It also promotes careful analysis and the search for patterns and relationships, skills necessary for success both inside and outside the classroom.

The Mathematics faculty at Sha Tin College provides a motivational and creative environment in which all students are encouraged to fulfill their academic potential. Our teachers nurture mathematical fluency, reasoning and problem solving which enable our students to develop their ability to think critically, rationally and logically. This is achieved within the classroom, as well as through whole-school activities. At Sha Tin College, we place great importance on embracing technology in our classroom practices. Therefore, all students are introduced to learning technologies as soon as they begin their MYP Mathematics studies. The one-to-one laptop program provides students with access to interactive softwares such as Desmos, Geogebra and Myimaths and we make full use of the stylus hardware that accompanies our new student laptops.

Throughout the year, Mathematics is celebrated in a variety of ways including World Pi Day and Maths Week. Annually, we enter over 120 students into the UK Mathematics Trust (UKMT) Challenge, as well as other individual and team Mathematics competitions in Hong Kong and abroad. We also offer extra-curricular activities which provide opportunities for students to engage in problem-solving and discover aspects of Mathematics beyond the syllabus. These clubs are run by both experienced staff, as well as Senior School students who wish to share their own passions with younger mathematicians.

The aims of MYP mathematics are to encourage and enable students to:

- enjoy mathematics, develop curiosity and begin to appreciate its elegance and power
- develop an understanding of the principles and nature of mathematics
- communicate clearly and confidently in a variety of contexts
- develop logical, critical and creative thinking



- develop confidence, perseverance, and independence in mathematical thinking and problem-solving
- develop powers of generalisation and abstraction
- apply and transfer skills to a wide range of real-life situations, other areas of knowledge and future developments
- appreciate how developments in technology and mathematics have influenced each other
- appreciate the moral, social and ethical implications arising from the work of mathematicians and the applications of mathematics
- appreciate the international dimension in mathematics through an awareness of the universality of mathematics and its multicultural and historical perspectives
- appreciate the contribution of mathematics to other areas of knowledge
- develop the knowledge, skills and attitudes necessary to pursue further studies in mathematics
- develop the ability to reflect critically upon their own work and the work of others.

Objectives and Strands

Objectives	Strands
A. Knowledge and Understanding	i. select appropriate mathematics when solving problems in both familiar and unfamiliar situations ii. apply the selected mathematics successfully when solving problems iii. solve problems correctly in a variety of contexts.
B. Investigating Patterns	i. select and apply mathematical problem-solving techniques to discover complex patterns ii. describe patterns as general rules consistent with findings iii. prove, or verify and justify, general rules.
C. Communicating	i. use appropriate mathematical language (notation, symbols and terminology) in both oral and written explanations ii. use appropriate forms of mathematical representation to present information iii. move between different forms of mathematical representation iv. communicate complete, coherent and concise mathematical lines of reasoning v. organise information using a logical structure.
D. Applying Mathematics in Real-Life Contexts	i. identify relevant elements of authentic real-life situations ii. select appropriate mathematical strategies when solving authentic real-life situations iii. apply the selected mathematical strategies successfully to reach a solution iv. justify the degree of accuracy of a solution v. justify whether a solution makes sense in the context of the authentic real-life situation.

Physical and Health Education

Physical and Health Education aims to inspire students with an understanding and appreciation for being physically active whilst developing a motivation for making healthy life choices. Through the Middle Years Programme (MYP), students will foster the development of knowledge, skills and attitudes that will contribute to a balanced and healthy lifestyle. The programme will explore a variety of concepts that give students an awareness of physical development and health perspectives, empowering them to make informed decisions and promoting positive social interaction.

In Middle School, students will complete several modules, each with a different focus designed to provide opportunities for exploration and inquiry into the subject area. Each module is led by resolving answers to questions whilst performing and improving sporting and aesthetic skills.

We offer a diverse curriculum that include physical and health-related knowledge, aesthetic movement, team sports, individual sports as well as alternative recreational sports.

The aims of MYP physical and health education are to encourage and enable students to:

- use inquiry to explore physical and health education concepts
- participate effectively in a variety of contexts
- understand the value of physical activity
- achieve and maintain a healthy lifestyle
- collaborate and communicate effectively
- build positive relationships and demonstrate social responsibility
- reflect on their learning experiences.



Objectives and Strands

Objectives	Strands
A. Knowledge and Understanding	i. Explain physical health education factual, procedural and conceptual knowledge ii. Apply physical and health education knowledge to analyse issues and solve problems set in familiar and unfamiliar situations iii. Apply physical and health terminology effectively to communicate understanding.
B. Planning for Performance	i. Design, explain and justify plans to improve physical performance and health ii. Analyse and evaluate the effectiveness of a plan based on the outcome.
C. Applying and Performing	i. Demonstrate and apply a range of skills and techniques effectively ii. Demonstrate and apply a range of strategies and movement concepts iii. Analyse and apply information to perform effectively.
D. Reflecting and Improving Performance	i. Explain and demonstrate strategies that enhance interpersonal skills ii. Develop goals and apply strategies to enhance performance iii. Analyse and evaluate performance.

Arts

Throughout Year 7 to Year 9, learners explore and develop in Theatre, Music and Visual Arts lessons every cycle. Creativity at STC is defined in the MYP as the capacity to generate new ideas and consider existing ideas from new perspectives, as well as the ability to recognize the value of an idea in order to solve problems or innovate. It may be evident in process as well as outcome, solution or product. While the acquisition and application of skills is essential to any study of the arts, students will also engage with creative processes that will provide opportunity to grow and flourish as creative learners. A well-designed arts course enables students to develop not only practical skills, but also creative- and critical-thinking strategies.

Our supportive learning environment makes it easier for students to take risks and experiment creatively as part of their process. The process of working creatively may include working in collaboration, sharing ideas and perspectives and recognizing the power and potential of diversity. This helps students to develop the skills of negotiation and decision-making, as well as learning to respect the points of view of others. While the practical approaches towards the creative process can often be recorded by the teacher in classroom practice, the internal thought processes and the creativity that occurs outside of the studio or rehearsal space need to be recorded by the student in



the Arts Process Journal. For assessment purposes, the creative process is assessed independently of the final outcome, through the artist's intention and the practical exploration of an idea/ideas.

The aims of MYP Arts are to encourage and enable students to:

- enjoy lifelong engagement with the arts
- explore the arts across time, cultures and contexts
- understand the relationship between art and its contexts
- develop the skills necessary to create and to perform art
- express ideas creatively
- reflect on their own development as young artists.

Objectives and Strands

Objectives	Strands
A. Investigating	i. investigate a movement or genre in their chosen arts discipline, related to the statement of inquiry ii. describe an artwork or performance from the chosen movement or genre.
B. Developing	i. practically explore ideas to inform development of a final artwork or performance ii. present a clear artistic intention for the final artwork or performance in line with the statement of inquiry.
C. Creating/ Performing	i. create or perform an artwork.
D. Evaluating	i. appraise their own artwork or performance ii. reflect on their development as an artist.

Design

Middle School students in Years 7, 8 and 9 study three strands of Design: Product, Food and Digital. Within these strands students follow the design cycle to solve problems through the use of tools, materials and systems. The study of Product Design enables students to manipulate a variety of materials to create tangible products and solutions which solve a problem and meet a need. Three-dimensional (3D) tangible solutions made by using a variety of making and manufacturing techniques are typically the result of a Product Design course. Food Design explores the problems related to food supply, production and consumption. This design subject allows students to think creatively and critically about authentic food problems and needs such as the provenance of food, the nutritional impact of food, the social and cultural impact of food. The study of Digital Design allows students to solve problems through the use of a computer system. Students will learn to create computer-generated digital products and offer solutions to solve a problem and meet a perceived need. Digital Design enables students to learn about coding, app-design, programming and develop 2D and 3D outcomes.

The aims of MYP design are to encourage and enable students to:

- enjoy the design process, develop an appreciation of its elegance and power
- develop knowledge, understanding and skills from different disciplines to design and create solutions to problems using the design cycle
- use and apply technology effectively as a means to access, process and communicate information, model and create solutions, and to solve problems
- develop an appreciation of the impact of design innovations for life, global society and environments
- appreciate past, present and emerging design within cultural, political, social, historical and environmental contexts



- develop respect for others' viewpoints and appreciate alternative solutions to problems
- act with integrity and honesty, and take responsibility for their own actions developing effective working practices.

Objectives and Strands

Objectives	Strands
A. Inquiring and Analysing	i. explain and justify the need for a solution to a problem for a specified client/target audience ii. identify and prioritise the primary and secondary research needed to develop a solution to the problem iii. analyse a range of existing products that inspire a solution to the problem iv. develop a detailed design brief which summarises the analysis of relevant research.
B. Developing Ideas	i. develop a design specification which clearly states the success criteria for the design of a solution ii. develop a range of feasible design ideas which can be correctly interpreted by others iii. present the final chosen design and justify its selection iv. develop accurate and detailed planning drawings/diagrams and outline the requirements for the creation of the chosen solution.
C. Creating the Solution	i. construct a logical plan, which describes the efficient use of time and resources, sufficient for peers to be able to follow to create the solution ii. demonstrate excellent technical skills when making the solution iii. follow the plan to create the solution, which functions as intended iv. fully justify changes made to the chosen design and plan when making the solution.
D. Evaluating	i. design detailed and relevant testing methods, which generate data, to measure the success of the solution ii. critically evaluate the success of the solution against the design specification iii. explain how the solution could be improved iv. explain the impact of the solution on the client/target audience.

Wellbeing

In the Wellbeing curriculum, we explicitly build knowledge and skills for wellbeing. It has been developed to suit the needs of our unique community of students and to further align with the system to support wellbeing.

The purpose of this curriculum is to support our learning community in leading flourishing lives through understanding ourselves and others, and developing agency for responsible action. The curriculum framework means that we are able to guide different year groups in the delivery of 5 key themes - Identity, Character, Relationships, Health and Aspirations. Through the teaching and learning experiences, students will also develop self-management, communication, thinking, research and social skills. The content of the curriculum combines Social-Emotional learning, Relationships & Sexuality Education, personal reflection and awareness of our community. Students are not assessed but they are encouraged to actively participate in discussions and class activities.

The delivery structure of the curriculum allows tutors to be the teachers of the wellbeing curriculum. Students have one lesson per week where tutors are delivering lessons that engage in topics and discussions that are not explored in other subjects. One of the biggest opportunities of this is that it gives teachers a chance to further connect, and develop a better understanding and relationship with their students. Tutors and students are also able to build a stronger rapport and bond. Students can also take this opportunity to explore and engage with issues of wellbeing in a safe, inclusive and familiar environment.



STC Learning Support

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The Learning Support Faculty supports our MYP learners through a variety of means. This can include in-class Educational Assistant support, consolidation and pre-teaching through our Academic Skills Enhancement or EAL programme. For a small number of learners, a modified curriculum may be offered. The support is personalised to meet the holistic needs of learners so that they can access the MYP to their full potential.



The Library and Learning Centre

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The brand new library is located in the heart of the school on the 3rd Floor. It offers students an extensive collection of physical and digital resources to explore their vast educational, artistic and recreational needs. With two bookable collaboration rooms and an array of different seating arrangements, library users are able to work collaboratively or independently, while soft furnishings allow them to read, relax and reflect.

The aim of the Library & Learning Centre is to support the vision and mission of the school. It enables students to explore the limitless horizons of their own potential, as they follow their own individual pathways through the school's IB MYP, IGCSE, IBDP and IBCP curricula. There is a strong relationship between the learning through units of inquiry in our classrooms and opportunities to extend knowledge and understanding in these areas by making use of the digital and physical resources in the library. With an emphasis on research skills and academic honesty, library resources and services support and challenge learners to become expert users of information; the research questions, methodologies, use of sources and written responses of our Year 12 and 13 IBDP and CP Internal Assessments, Extended Essays and Theory of Knowledge Essays reflect this. The library's dynamic environment provides a safe and holistic learning space that inspires a love of reading, learning and inquiry into both local and global contexts. This, in turn, establishes a firm foundation for their future journey into further education.

Students can self-checkout and return books using their school Octopus card, and use the library printer to print out their class assignments. They are encouraged to help build the library collection through personal recommendations.



Who to contact



Mr Angus Bell-Scott

IB MYP Coordinator

- Information on IB MYP Programme
- Information regarding subject choices



Mr Harry Bradley-Barnard

Vice Principal and Child Protection Officer

- Information on student guidance and well-being
- Well-being programme overview
- Student leadership



Ms Kellie Fagan

Vice Principal and IB DP Coordinator

- General questions about the IB Diploma Programme
- All issues relating to the IB
- All policy and procedural questions
- Guidance on student subject option choices



Mr Mark Pearce

Head of Learning Diversity

- General questions about the Sha Tin College Diploma
- Bespoke qualifications at STC



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