



KIS Middle School

History

In 1985 discussions were started at KIS regarding the education and developmental advantages of starting a separate Middle School Program under Australian Principal Norm Habel. In July 1986, KIS Middle School Program started officially with one section of 22 students on Highclerc campus in the 'Upper Quad' classrooms and Jim Miller as the first KIS Middle School Coordinator. By 1987 the numbers had doubled and another section was added.

At the same time internationally renowned and award winning Kerala architect, L.W. (Laurie) Baker was commissioned to design a dedicated Middle School building. Purpose built during 1986, its construction was carried out by Sam Builders, Kodaikanal. KIS Middle School was officially inaugurated on International Day, 13 March 1987 by Faruq A. Choudhury, High Commissioner of Bangladesh.

Today

KIS Middle School is now a strong architectural feature of the original Highclerc campus and towers over the KIS sports fields, Upper and Lower Bendy with panoramic views of Kodai Lake. Today KIS Middle School caters for 230 students from Grades 6 - 10 and is growing at 10% per annum. KIS is officially increasing Middle School places from July 2006 in response to this increased demand, with preference currently given for entry into Grades 6 and 9.

KIS Middle School boarding students live in 3 dorms: *Phelps* for girls and *Sherwood* and *Westover* for boys.

KIS Middle School students currently share some facilities with KIS High School, notably sports, PE, music, visual and performing arts spaces. Specific facilities are located in and around the Middle School, and include a computerized age specific library with over 7000 volumes; an assembly and performing space; 12 dedicated subject classrooms including art and ESL; computer lab; student study hall; home economics lab and mini-theater; staff lounge and offices.

The teaching team consists of 14 full time staff supplemented by 38 specialist and part-time staff shared by KIS Middle and High Schools. Professional volunteers, teacher trainees and international exchange students are frequent visitors, adding to the richness of KIS Middle School life.

IB Middle Years Program

Following a 30 year successful track record with the International Baccalaureate Diploma program, full IBO authorization for MYP was granted in December 2006.

Philosophy

In keeping with KIS mission statement and the Middle School (MS) philosophy, KIS subscribes to providing a broad-based educational program for the holistic development of early adolescents as they mature into teenagers.

- A secure, stable environment with enough flexibility to allow growth during this transitional period of students' lives
- Structured and clear guidelines within which students can find their "voices" and exercise their freedoms responsibly
- Student-centered academics, imparted by a team of caring, committed specialist Middle School teachers and enriched by a variety of courses and programs to prepare able and motivated students for high school, college and later life
- Attention to individual needs balanced with an emphasis on the value of challenge and fostering of self-reliance as students grow and mature in a safe school environment
- An education to equip students to live in a global society with its concomitant demands, whilst providing a firm grounding in traditional values and ethics of inquiry, work, integrity, respect and reverence

Academics

KIS Middle School is currently accredited by the Secondary Schools Commission, Middle States Association of Schools and Colleges (MSA) as part of the US-linked KIS High School Diploma program in grades 9 and 10 whilst grades 6, 7 and 8 are overseen by the MSA Elementary Schools Commission.

Middle School curriculum content centers on language arts, second languages, science, mathematics and humanities. KIS focus is student centered and the learning process encourages hands-on experience. Enrichment and extension programs are provided in:

- Computing and computer education
- Visual and performing arts (art, drama, music & dance)
- Industrial arts (woodworking)
- Food technology
- Physical education (PE) and intramural sports
- Life skills (personal health and development programs)
- Religious and values education
- Outdoor and environmental education

Middle School Coordinator... a final word

Working with a dedicated, interesting team of teachers in providing the right balance of care and support, firmness and discipline for our Middle School students and facilitating their education, holistic growth and development is a challenge each day, you can bet on it, but it is a lovely challenge and one that makes me look forward to going to work every morning!

IB Middle Years Program

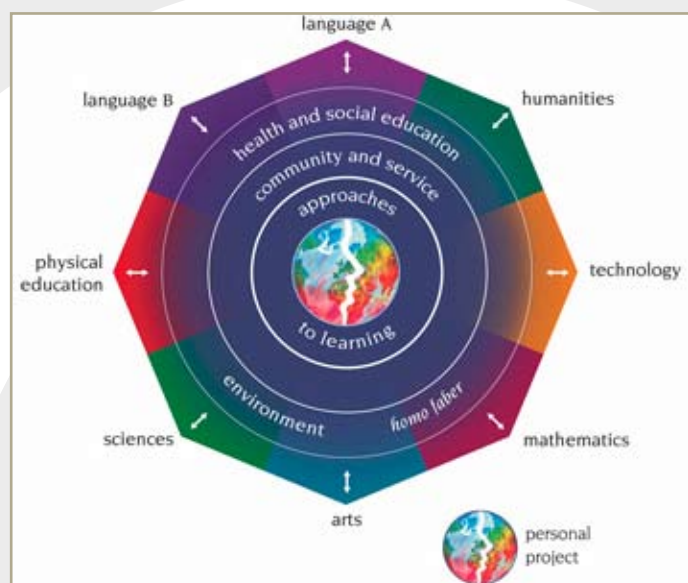
What is the Middle Years Program?

It is a program of international education designed to help students develop the knowledge, understanding, attitudes and skills necessary to participate actively and responsibly in a changing world.

The International Baccalaureate Middle Years Program (MYP) is designed for students aged 11 to 16 and is one of three programs offered by the IBO. This period, encompassing early puberty and mid-adolescence, is a particularly critical phase of personal and intellectual development and requires a program that helps 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. Curriculum documents are published in English, French, Spanish and Chinese but schools may offer the program in other languages.

What does the curriculum contain?

The curriculum contains eight subject groups together with a core made up of five areas of interaction. This is illustrated by means of an octagon with the five areas of interaction at its centre.



Students study subjects from each of the eight subject groups through the five areas of interaction: approaches to learning, community and service, homo faber, environment, and health and social education.

What are the five areas of interaction?

The five areas of interaction are:

1. Approaches to learning (ATL)

Through ATL teachers provide students with the tools to enable them to take responsibility for their own learning, thereby developing an awareness of how they learn best, of thought processes and of learning strategies.

2. Community and service

This component requires students to take an active part in the communities in which they live, thereby encouraging responsible citizenship.

3. Homo faber

Students explore in multiple ways the processes and products of human creativity, thus learning to appreciate and develop in themselves the human capacity to influence, transform, enjoy and improve the quality of life.

4. Environment

This area aims to develop students' awareness of their interdependence with the environment so that they understand and accept their responsibilities.

5. Health and social education

This area deals with physical, social and emotional health and intelligence - key aspects of development leading to complete and healthy lives.

How are students assessed?

Teachers organize continuous assessment over the course of the program taking account of specified criteria that correspond to the objectives for each subject.

The MYP offers a criterion-referenced model of assessment. This means that students' results are determined by performance against set standards, not by each student's position in the overall rank order. Teachers are responsible for structuring varied and valid assessment tasks that allow students to demonstrate achievement according to the required objectives within each subject group. These may include:

- open ended, problem-solving activities & investigations
- organized debates
- hands on experimentation
- analysis
- reflection

Assessment strategies, both quantitative and qualitative, provide feedback on the thinking processes as well as the finished piece of work. There is also an emphasis on self-assessment and peer-assessment within the program. Schools may request final grades to be validated by the International Baccalaureate Organization (IBO).

Are teachers trained to teach the program?

Teachers receive training before and after a school becomes authorized to teach the program. Before a school becomes authorized to teach the program, the teachers involved are required to undergo training; either by attending an IB teacher-training workshop or by participating in school-based training organized by the IBO.

After a school becomes authorized, the teachers are encouraged to engage in an ongoing process of professional development e.g.

- attending IB workshops and conferences
- applying to become a moderator for the purpose of moderating internally assessed student work
- applying to become an IB workshop leader

Who can offer the program?

Only schools authorized by the IBO as IB World Schools can offer the Middle Years Program (MYP).

KIS was granted full IB authorization in December 2006

KIS acknowledges: IB MYP website – www.ibo.org/myp