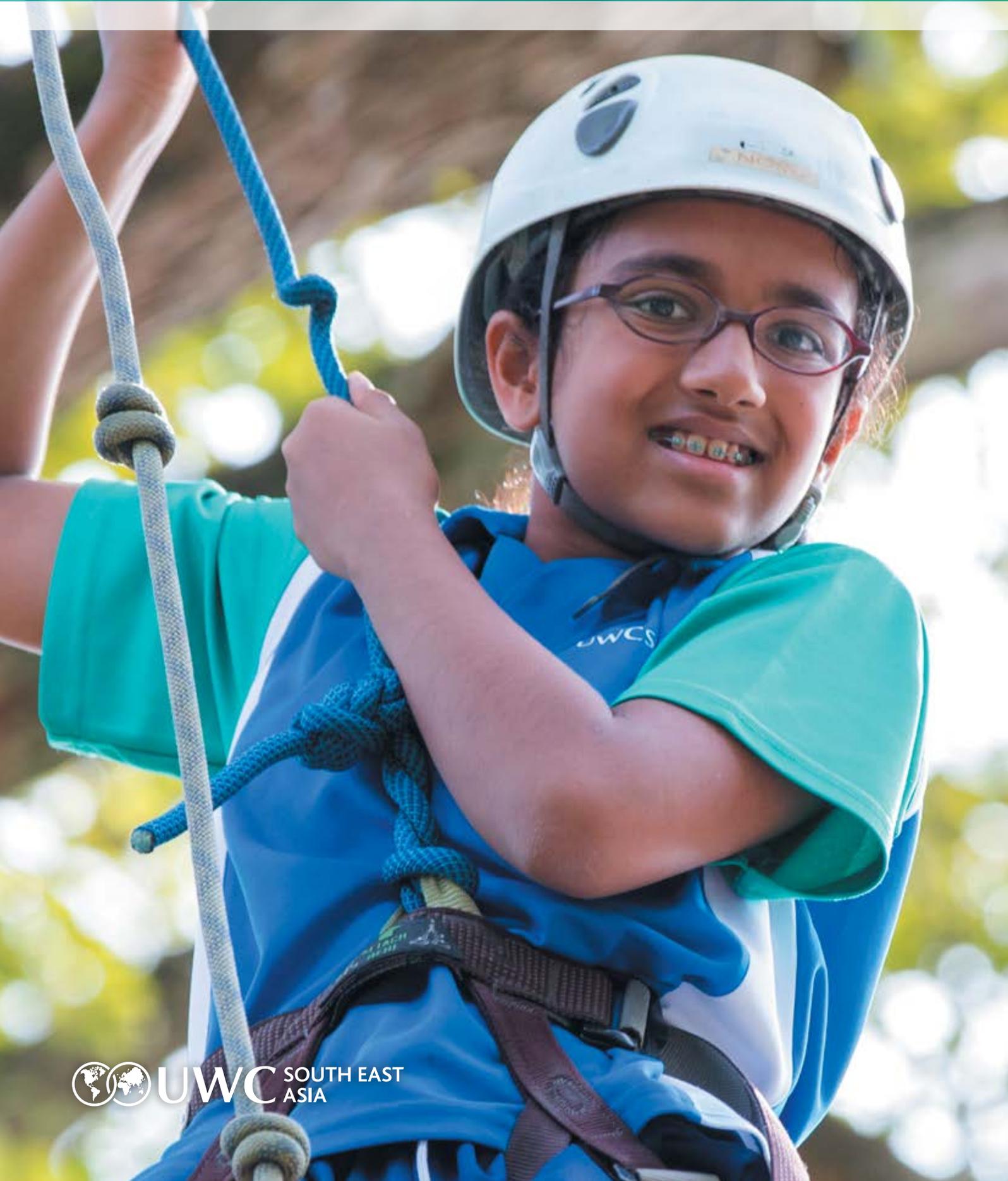


Middle School overview

Dover Campus





Our Middle School offers a robust and challenging programme for students in Grades 6 to 8 (aged 11–14 years), connecting academic subjects with a deliberate focus on social development and opportunities for leadership.

Our learning programme in the Middle School is structured to meet the varied intellectual and developmental needs of adolescents as they transition from Primary School and prepare for the High School years. The five elements of our programme include an academically rigorous academic curriculum, a Personal and Social Education (PSE) programme addressing the needs of adolescents, challenging expeditions through our extensive Outdoor Education programme and involvement in wider life of the College and Singapore community through extensive opportunities to be involved in our Activities and Service programmes.

Students are encouraged to apply themselves fully in all that they do and we offer them guidance and support in a positive and caring environment. Our teachers also act as role models, providing instruction in the lunchtime and after-school activities programme, supporting service initiatives and traveling on the outdoor education trips with their students.

The Middle School is committed to providing an education that promotes international understanding, while making education relevant to the global needs of our time. We celebrate the variety of cultures at UWCSEA and encourage our community to explore and understand the traditions and backgrounds of others.

Our goal is to develop students who have the ability to lead effectively when the need arises but who can also adapt to various roles within a team to promote the successful completion of a project, activity or service task. The learning programme provides structured opportunities for students to develop these skills in a wide variety of settings.

At all levels of the school, we provide exceptional opportunity for students to develop independence and leadership skills, and the Middle School is no exception. At the heart of our educational philosophy is the belief that we prepare students not just for university, but for life, and it is the skills and qualities students develop, as much as the knowledge and understanding they gain, that will define the quality of the life they live. For this reason, Middle School students are encouraged to extend themselves so that they experience failure as well as success, to understand that leadership can take many forms, to develop their critical thinking and communication skills and to grow in the belief that they can play a positive role in society.

Middle School enrolment

Grade	Age of students*	Number of students	Number of classes
6	11-12 years	220	10
7	12-13 years	264	12
8	13-14 years	286	13
Total		770	35

*Students must be born on or between 1 September and 31 August. Refer to the age-grade boundary chart on our website for the planned year of entry for guidance, or contact Admissions.

Available places may be offered up to the start of Term 2 (January) of the academic year.

About the UWCSEA curriculum

Developed from our mission, the concept-based curriculum at UWCSEA enables students to embrace challenge and take responsibility for shaping a better world. This is achieved through all five elements of our holistic learning programme—academics, activities, outdoor education, personal and social education and service.

Our concept-based curriculum organises learning around the development of transferable ideas, which may be disciplinary or interdisciplinary. Knowledge and skill acquisition is vital, but not the end goal in a concept-based curriculum. Using their knowledge and skill learning, students construct and express conceptual understandings, which transfer to new contexts. This allows our students to apply critical thought in any situation, now or in the future.

The curriculum model also takes into account the reality of our international school community. Students who spend only a few of their overall schooling at the College, due to the relocation of their family, are equipped by our focus on transferable concepts rather than specific content. This ensures a smooth transition from one school system to another, if a family must leave the College.

Standards: Standards are the significant concepts from each learning area, articulated into 'conceptual statements'. These apply to all grade levels from K1 to the IB Diploma Programme (IBDP). This ensures that these concepts are revisited in developmentally appropriate ways as students transition from grade to grade. Because the standards are conceptual in nature, students who join us from different countries can transfer access the curriculum regardless of their educational background.

Conceptual Understandings: Under each standard are conceptual understandings, which are conceptual statements written for specific developmental stages. These may be grade-specific. This allows students to access the broader concepts in the standard, while simultaneously developing an understanding of specific concepts appropriate to the grade-level.

Benchmarks: Benchmarks are attached to each conceptual understanding in each grade. These describe what a student should know or be able to do at each stage of their learning in order to develop understanding in each subject.

In the High School, the standards, conceptual understandings and benchmarks specifically take into account the requirements of the external examining bodies that set the (I)GCSE and IBDP examinations that students sit at the end of these two-year courses in Grade 10 and Grade 12.

How the model works

Using English as an example, all students work towards a standard in writing for an audience. The conceptual understandings in each grade then outline what students should understand at each stage—in early Primary School this is a conceptual understanding around making deliberate word choices in their communication. By Middle School the complexity of the conceptual understanding has developed and students are asked to create pleasure and coherent meaning through their choice of words. This in turn is further refined in the High School as students in the IB Diploma Programme (IBDP) are asked to influence the reader through selective word choice.

Below is an example of a standard in English, and the conceptual understandings for that standard in Grades 1 and 7 and the IBDP.

K1–Grade 12

Standard: Writing expresses selfhood, creativity and intellect in a medium shaped by audience and purpose.

Grade 1

Conceptual Understanding: We create real or imagined experiences when writing stories by using characters and setting.

Benchmark: Develop the story through character, focusing on specific actions.

Grade 7

Conceptual Understanding: All parts of a text work together to shape meaning.

Benchmark: Write narratives, using time and plot deliberately in order to influence mood and focus attention on the important moments in a story.

Grade 11 and 12 (IBDP)

Conceptual Understanding: Writers manipulate structure to convey meaning effectively.

Benchmark: Sequence and sustain structure to strengthen and develop the logic and persuasive impact of a claim.



Academics

Students have a broad and balanced range of subjects, including the core subjects of English, Humanities, Mathematics and Science. In addition, courses in the arts, languages, Physical Education (PE) and other exploratory subjects in areas such as Design and Technology ensure that students are able to develop across a range of subjects.

Students spend much of their day in the Middle School building, moving to specialist facilities and class rooms for subjects such as Visual Arts, Drama, Design and Technology, Music and PE. Classes remain together for the majority of lessons, except Mathematics and Languages, and PE in Grades 7 and 8 where students are taught in single gender sets based on skill-level.

Middle School programme (refer to the curriculum guide on our website for detailed information)			Number of periods per week		
			Grade 6	Grade 7	Grade 8
Grade 6: English and Humanities (Geography and History)*			10	-	-
Grades 7 and 8: English <i>or</i> English as an Additional Language (EAL)			-	6	6
Grades 7 and 8: Humanities (Geography and History)			-	5	5
Language other than English <i>or</i> Extra EAL <i>or</i> Study Skills	First Languages	Chinese; Dutch; French; German	5	5	5
	Beginner Languages	Chinese; French; Spanish			
	Foreign Languages	Chinese; French; Spanish			
	Second Language	Chinese			
Mathematics			5	5	5
Science			5	5	5
Physical Education (PE)			4	4	4
Design and Technology, includes modules on: • Product Design • Food Technology • Textile Technology • Electronics, Communications and Technology • Graphic Products • Engineering			4	3	3
Visual Arts			2	2	2
Drama			2	2	2
Music			2	2	2
Life Skills			1	1	1
Total			40	40	40

*In Grade 6, our we integrate English with the study of Humanities, where the English skills of reading, writing, speaking and listening are woven into the study of Geography and History, in addition to the study of literature texts in their own right.

Languages other than English/English as an Additional Language

Most students elect one Language other than English as part of their timetabled lessons based on their level of attainment. Students have access to a range of beginner, continuation and advanced language programmes. A small number of students who require additional support in English or in Study Skills have these classes instead of a Language other than English class.

Some home language (mother tongue) and first language classes are taught after school in small groups at additional cost. These classes are available subject to demand. See our Languages factsheet for more information or contact Admissions.

Activities

Our comprehensive activities programme presents students with opportunities to try new things, discover new talents and further develop their passions, as well as make new friends through the sharing of common interests.

The diverse variety of activities includes many competitive and recreational sports, music, art in many forms, drama, service and curriculum-based or enrichment activities. The programme is offered in four 'seasons' each year, allowing students to try a number of new activities throughout the school year. Students who take the bus home are provided with an 'activity bus' to take them home after activities have concluded at no additional cost.

Arts

There are several instrumental and vocal ensembles for Middle School musicians, including Camerata and Concert Strings (Strings), The Band (woodwind, brass and percussion), Middle School Percussion Ensemble, Arioso (Middle School Choir), Intermediate Jazz Ensemble and Middle School Gamelan Ensemble. There are five concerts per year, as well as the main College concert, OPUS, which is held annually in Term 2 at the Esplanade Theatre. The instrumental teaching programme offers access to music lessons outside of the academic curriculum on a number of instruments. Instrument hire is available.

Performance opportunities begin with the annual United Nations Evening in Term 1 and continue as students are invited to audition for drama and dance productions throughout the year. There are two auditioned Middle School productions each year—a theatre performance led by the Middle School Drama teacher, and a dance production supported by our High School Dance Teacher.

Sports

We enter teams in all competitions offered by the Athletic Conference of Singapore International Schools (ACSIS) as well as a number of other competitions in Singapore and the region. Representative sports available in Middle School currently include: badminton, basketball, climbing, cricket (boys), cross country, golf, gymnastics, netball (girls), football, hockey, rugby (boys), sailing, softball, swimming, tennis, touch football (girls) and volleyball.

A number of additional recreational sports are offered through the activities programme so that students who want to participate have an opportunity to do so.

Leadership, clubs and special interests

Students have ample opportunity to develop leadership skills through participation in Student Council, the Middle School GC Executive, Model United Nations, debating and other leadership activities. In addition, some home language classes and subject-based 'clinics' are available for students who want to further focus on some curricular areas via the activities programme.





Outdoor Education

Our challenging and fun outdoor education programme provides invaluable learning experiences, and elements from the programme are drawn into the classroom across the academic curriculum. The programme are planned, managed and led by our experienced Outdoor Education staff, and all students participate.

An important component of every grade activity and expedition is the idea of 'team challenge' activities, in which students are given challenges to overcome as a group. Developing a sense of the individual's own responsibility to this group effort is a very important aim of the Outdoor Education programme.

The Middle School outdoor education expedition programme is as follows:

- **Grade 6** go on a five-day multi-activity expedition to Pulau Tioman in Malaysia
- **Grade 7** visit Pulau Sibul in Malaysia for a kayaking trip after completing their one-star kayak training certificate in Singapore
- **Grade 8** students spend two weeks in Chiang Mai, Thailand; one week undertaking adventure activities such as white-water rafting and caving, and the other completing curriculum-based field activities.

All students are expected to participate in the grade-level expeditions, which are at an additional cost.

During the year, each class group also spends time tackling the College's high ropes course under the guidance of qualified Outdoor Education staff. This activity is also designed to enhance the students' support for each other and to encourage them to develop the qualities and skills in the UWCSEA learner profile in a unique environment.

Optional trips

Students have the opportunity to participate in optional trips during school holidays that support a number of different areas in the learning programme. These trips are grouped under the categories of:

- **curriculum/enrichment**, such as cultural and language trips to China and Spain for students of these languages
- **adventure trips**, such as the annual New Zealand, Southern Africa or Verbier skiing trips
- **service trips**, including a Grade 7 Vietnam trip and the Grade 8 History Housebuilding trip to build houses and learn about development issues in Cambodia

There are also opportunities through Round Square for students to attend conferences in the region and to participate in student exchanges.

Personal and Social Education

The Middle School years are a time of significant change in the intellectual, social and emotional development of students. It is a time of transition as they seek increased levels of independence and responsibility. Our dedicated Personal and Social Education (PSE) programme provides a supportive, safe and nurturing environment as our students move towards the increased demands and expectations of their High School years. The PSE programme recognises the unique developmental needs of Middle School students and addresses them via a programme that is relevant, challenging, integrative and exploratory.

Our Middle School PSE team is led by the Principal and Vice Principal (Pastoral). There are two Heads of Grade per year level who work with class advisors. The advisor is responsible for the overall welfare of their students with an overview of both academic progress and social and emotional needs.

The advisor meets with their group for four, 25-minute sessions per week, and students also attend a weekly grade-level assembly where current topics are explored. Topics mirror the developmental needs of the students as they make their way through the Middle School programme. Other ways in which students are supported by the PSE programme include guest speakers, special presentations, focus weeks and the weekly Life Skills lesson.

Our PSE programme also includes strategies for effective learning such as organisation, self-management and reflection—all skills that are important for student success throughout their schooling. The advisor assists students in their transition to Middle School routines and expectations, and also, as they prepare for High School, provides guidance with the subject selection process.

The College counsellors also support the PSE programme where appropriate, and provide professional individual guidance to students and families if necessary.

Technology

Appropriate use of technology is integrated into each classroom as a tool to facilitate learning. All students have a laptop equipped with College-supplied software, and access to on-campus helpdesk support.

Students are supported in the responsible use of technology through our extensive digital citizenship programme, which provides them with the skills and knowledge to become responsible, independent and organised digital citizens.

Teachers and advisors are supported by digital literacy coaches and a network of technology mentors in implementing effective uses of technology in their teaching and assignments.

A series of information evenings and workshops for parents ensure that good habits around technology are reinforced at home and parents are equipped to help students navigate the online world.

We use Generation Safe tools to provide our teachers with professional development in the areas of prevention, detection, intervention and response to cyber incidents.



Service

Service is an essential component of our learning programme and is at the heart of our ethos. Our service programme provides opportunities for students to develop compassion and put their ideals into action, by giving them opportunities to take practical steps to help create a more caring society and conserve the environment.

Service requires whole-hearted commitment and we expect our students to approach every service activity and commitment with energy, a willingness to try new things, to reflect on successes and failures and to always focus on the larger goal of shaping a better world.

College and Local Service

All students are required to participate in College or Local Service during their Middle School years. These services vary widely but include:

- paired reading with children from local Primary Schools
- chat and games with elderly Singaporeans
- simple ball games with intellectually-disabled adults
- overseeing lunchtime play in our own Primary School
- gardening projects to enhance the environment on campus

Some Local Services are shared with the High School, whose students act as mentors for the Middle School students.

Global Concerns

All Middle School students become involved in global service (which we call Global Concerns or GC) through their curriculum e.g., a development unit in Grade 6 English/Humanities and Humanities units in Grades 7 and 8 focusing on Vietnam and Cambodia, and through awareness-raising activities involving their grade. The Middle School grade-level projects linked with NGOs outside Singapore are:

- **Grade 6** – Waterford Kamhlaba Service Support (Swaziland)
- **Grade 7** – Blue Dragons Children’s Foundation (Vietnam)
- **Grade 8** – Tabitha (Cambodia)

In order to participate on a number of the optional trips available to our students, students need to have committed for at least six months to the GC linked with that particular trip.

In addition, students are encouraged to join one of several GC groups that have links with grassroots NGO’s in the region. These groups meet weekly, usually at lunchtimes, and provide students an opportunity to both learn and to take action to support their chosen GC.

For more information, please contact Admissions

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